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ABSTRACT

In preparation for accreditation self studies, Glendale Community College (California) conducted faculty and staff surveys in 1986, 1990, 1997, and 2002. The results of the 2002 administration survey are presented here, along with trend information from previous administrations. Survey forms were distributed to all faculty and staff members employed at the college. The 2002 survey had a response rate of 37%, compared to the 39% response rate for 1997. In 2002, the highest group response rate was 58% for full-time faculty, while the lowest response rate was 28% for part-time faculty. The first section of the survey addressed job satisfaction issues. Respondents used a scale from -2 (highly unsatisfactory) to +2 (highly satisfactory). The most positive responses were for job challenge: about 86% of all respondents gave this category a satisfactory rating. Receiving the least positive responses was the area of opportunity for advancement. Part-time faculty gave this issue the lowest rating (-0.6). The area of benefits package showed high variability in responses, with part-time faculty negative (-0.7), while other employee groups were positive. Section 2 analyzes personal demographic information, Section 3 addresses working environment issues, Section 4 examines campus management, Section 5 looks at educational goals, and Section 6 examines student services. (Contains 41 figures and 18 tables.) (NB)

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Campus Views 2002

Results of the 2002 Faculty/Staff Survey

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Summary

In preparation for accreditation self studies, Glendale Community College has conducted faculty and staff surveys in 1986, 1990, 1997, and 2002. The results of the 2002 administration of the survey are presented here, along with trend information from previous administrations for key questions. The results and trends may be compared to aid campus decision-making.

Most Positive Responses/Improvements

- Faculty and staff were positive about job satisfaction (see pages 6-8 of this report). In particular, they were most positive about their job challenge and their support from supervisors and co-workers. They were also satisfied with their opportunity for creativity and contribution.
- Faculty and staff were moderately satisfied with their salary and their benefits package, representing a substantial improvement from previous administrations of the survey (see pages 11-12).
- Respondents were positive about grounds care, security on campus, and custodial care. Perceptions about facilities, maintenance, and grounds care improved substantially from earlier administrations of the survey (see pages 17-18, 22-23).
- Faculty and staff were positive about the computer equipment available for their work, as well as the availability of equipment and computer support (see pages 17-20).
- Respondents were positive about the concern GCC employees—faculty, administrators, and classified staff—have for students. They were also generally positive about academic freedom and about the opportunity for faculty, classified staff, and students to participate in the governance process (see pages 25-27).
- Perceptions of the classified staff's status improved from previous years. The classified salary schedule was viewed more positively in 2002 than in previous years, and so were the role of the classified staff in campus decision-making and the fact that classified opinion is adequately represented to the Board of Trustees (see pages 29-30).
- Reflecting earlier administrations of the survey, respondents felt that the college should give more emphasis to the development of written communication, critical thinking, and oral communication skills (see pages 32-35).

Least Positive Responses

- Respondents, on average, were slightly negative about their opportunity for advancement (see pages 8-9). Faculty were less positive about the opportunity for advancement than administrators.
- Faculty and staff were negative about the adequacy of parking. Reactions to the availability of drinking fountains and to the condition of rest rooms on campus were also somewhat negative (see pages 20-21). Interestingly, part-time faculty were more positive about drinking fountains and rest rooms than full-time faculty or staff, indicating the likelihood that GCC's facilities compare favorably to those at other places of employment.
- Respondents had somewhat negative perceptions of the college budgeting process. There was some disagreement with the statement that budgeting priorities represent a consensus of faculty, staff, and student input. They were concerned that the budgeting process does not allow individually initiated ideas to receive adequate consideration for funding. Additionally, they were uncertain that the budgeting process meets the needs of the college (see pages 27-28).

Issues Central to Accreditation

- Responses to planning-related items were neutral or slightly positive. For example, 49% of respondents agreed that planning is guided by the mission statement (33% were neutral about this statement). Over 40% of respondents were neutral about the college evaluating how well it accomplishes its mission, the college reviewing its planning process, the educational planning process involving all segments of the campus, and the college conducting systematic educational, financial, physical, and human resources planning. All of these items showed more positive than negative responses, but the high percentage of neutral responses indicates a possible lack of communication about the planning process to faculty and staff. (See page 25 and Appendix A for responses to individual items.)
- Responses to governance issues were generally positive. About 64% of respondents agreed that faculty have an adequate opportunity to participate in governance; 63% agreed that the Board, administration, faculty, staff, and students work together for the good of the institution.
- Budget-related issues showed negative results, as discussed in the "least positive responses" section.

Introduction

Glendale Community College has conducted four surveys to assess the perceptions and opinions of college faculty and staff. The surveys were conducted in 1986, 1990, 1997, and 2002, in preparation for the college's accreditation self studies of 1986-1987, 1991-1992, 1997-1998, and 2003-2004. The survey items were similar across the four survey administrations, allowing comparisons among faculty and staff perceptions over the years. This report describes the results of the four surveys, focusing in particular on the most recent administration.

The original survey was developed in 1986 by nine committees working on the college's self study. Two survey forms were developed, one addressing faculty issues and a parallel one addressing classified staff issues. Most survey items were shared by both survey forms. Three committees were most heavily involved in the development of the survey: the Institutional Staff Committee oversaw the classified staff survey, and the Goals & Objective Committee and the Governance & Administration Committee were most involved in constructing the final survey forms.

The survey consists of the following six sections:

- **Section 1. Job Satisfaction.** The first section asks questions about long-term attitudes of faculty and staff toward working at the college.
- **Section 2. Personal Information.** The second section collects demographic information, allowing more detailed analyses of faculty and staff opinions.
- **Section 3. Working Environment.** The third section asks questions related to specific working conditions, including physical aspects of the job setting and communication issues with other college employees.
- **Section 4. Campus Management.** The fourth section is based on the premise that the institution's mission and goals are dependent on the development of a collegial spirit and a favorable impression of the governance and decision-making processes. Questions in this section assess satisfaction with the governance process and other procedures.
- **Section 5. Educational Goals.** The fifth section is designed to evaluate the college's current operation relative to the appropriate mission and goals of the institution for the next 10 years.
- **Section 6. Student Services.** The sixth section evaluates the effectiveness of student support services by measuring faculty and staff awareness of services, referral to services, and observed student satisfaction with services.

The survey procedure was essentially identical for each of the four administrations. The 1986 and 1990 surveys were conducted in May, the 1997 survey was conducted in March, and the 2002 survey was conducted in November. Forms were distributed to all faculty and staff members employed at the college. Completed survey forms were returned anonymously to a box in the campus mailroom. Forms were scanned and analyzed by Research and Planning staff.

Every effort was made to reach all college employees for each administration of the survey, but not all employees contributed their opinions. Table 1 shows response rates for each administration of the faculty/staff survey.

Table 1. Respondents to faculty/staff surveys, 1986 to 2002

	Respondents			
Category	**1986**	**1990**	**1997**	**2002**
Administrators	n/a	n/a	14	23
Full-Time Faculty	147	137	122	122
Part-Time Faculty	224	86	169	152
Classified	171	157	123	115
Total Respondents	**542**	**380**	**428**	**412**

The 2002 survey had an overall response rate of 37%, comparable to the 39% response rate of the 1997 survey. In 2002, the highest group response rate was 58% for full-time faculty and the lowest group response rate was 28% for part-time faculty. These rates are very close to the rates for the 1997 survey (60% and 28%, respectively). Note that administrators' responses were not separated from classified staff responses in the 1986 and 1990 survey results.

Section 1. Job Satisfaction

The first section of the survey addressed job satisfaction issues. In general, respondents were positive about nearly all aspects of job satisfaction. Particularly positive were job challenge, support from supervisors and co-workers, extent of responsibilities, and the opportunity for creativity. Respondents were dissatisfied with two things: provisions for retirement health care and the opportunity for advancement.

Respondents used the following response scale, and their responses were coded with numerical values, as shown in Table 2.

Table 2. Job satisfaction response scale

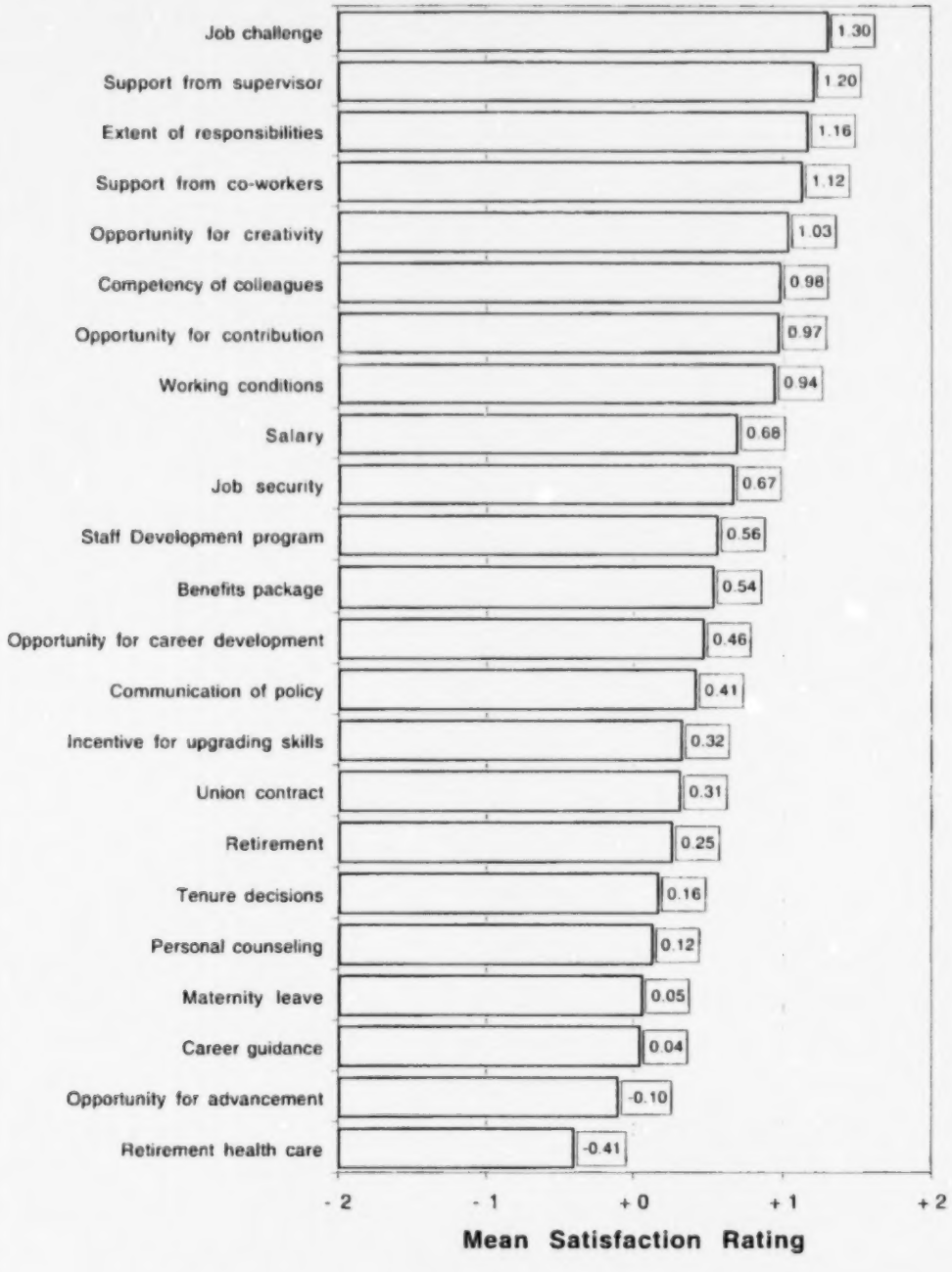
Response	Code
Highly satisfactory	+2
Somewhat satisfactory	+1
Neutral/undecided	0
Somewhat unsatisfactory	-1
Highly unsatisfactory	-2

The results in the graphs below show *mean satisfaction rating*, or the average numerical rating on a scale from –2 (highly unsatisfactory) to +2 (highly satisfactory). In most cases, mean ratings are above zero; even the most negative mean rating in the 2002 survey was –0.4 on a scale from –2.0 to +2.0. This indicates that respondents were generally positive about all aspects of the college, with a small number of exceptions.

In the discussion below, the most positive responses will be discussed first, indicating perceived college strengths. The least positive responses will then be discussed, indicating perceived college weaknesses. Next, disagreements will be discussed, those items for which responses were highly variable across different respondents or groups of respondents. Finally, trends from previous surveys will be discussed. For more detailed ratings for all items, see Appendix A.

Figure 1, on the following page, shows mean satisfaction ratings for all items in Section 1, ranked from most positive to least positive.

Figure 1. Mean satisfaction ratings of job satisfaction items, 2002 survey



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Most Positive Responses

Five items had mean satisfaction ratings above +1.0; for all five of these items, over 75% of respondents answered either "highly satisfactory" or "somewhat satisfactory."

- **"My job challenge" (Figure 2).** Of the job satisfaction items, job challenge was rated most highly. About 86% of all respondents gave job challenge a satisfactory rating. Full-time faculty, part-time faculty, administrators, and classified managers/confidential employees all had average ratings above +1.0, while classified staff had an average rating of +0.9.
- **"Support from my supervisor(s)" (Figure 3).** This item was rated highly by all groups, especially administrators and classified managers/confidential employees. Full-time faculty were somewhat less positive (mean rating +1.15) than part-time faculty (mean rating +1.32).

Figure 2. "My job challenge"

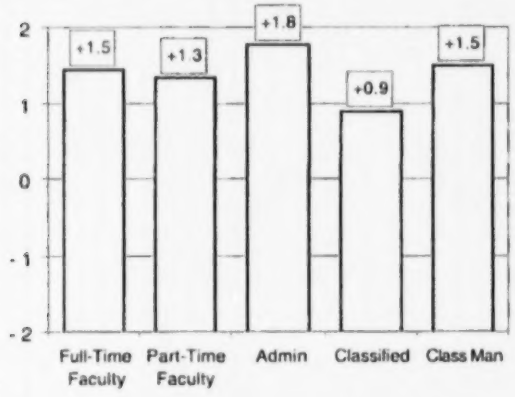
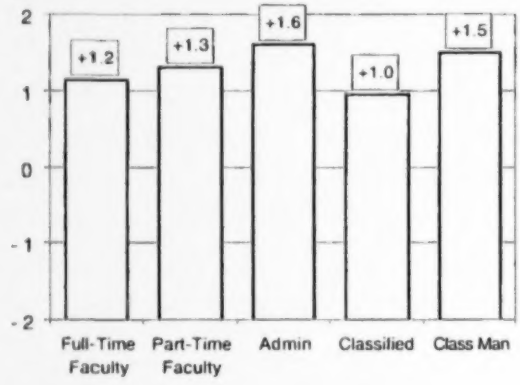


Figure 3. "Support from my supervisor(s)"



- **"The extent of my responsibilities" (Figure 4).** Administrators and classified managers/confidential employees were especially positive about the extent of their responsibilities, but all groups rated this item at or above +1.0.
- **"Support from my co-workers" (Figure 5).** There was some disagreement about this item within employee groups but the overall ratings for all employee groups were near +1.0 or higher.

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Figure 4. "The extent of my responsibilities"

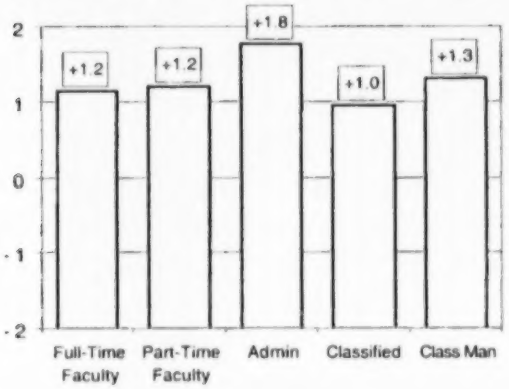
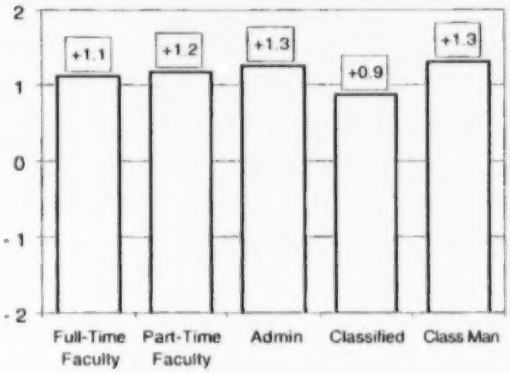
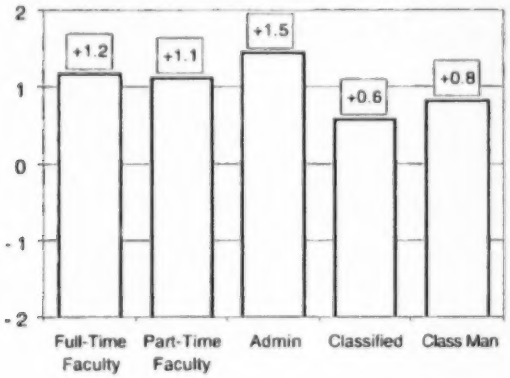


Figure 5. "Support from my co-workers"



- **"Opportunity for creativity" (Figure 6).** Full-time faculty and administrators were particularly positive about the opportunity for creativity (mean ratings above +1.2), but classified staff were less positive (mean rating +0.6).

Figure 6. "Opportunity for creativity"



Least Positive Responses

Only two items had negative mean satisfaction ratings.

- **"Opportunity for advancement" (Figure 7).** The mean ratings for both part-time faculty and classified staff were negative for this item. Full-time faculty and classified managers/confidential employees were somewhat positive about the

opportunity for advancement (mean ratings of +0.3), and administrators were most positive (mean rating +0.5).

- **"Provisions for my retirement health care" (Figure 8).** This was the least positive item, rated negatively by full-time faculty and part-time faculty, but slightly on the positive side by administrators, classified staff, and classified managers/confidential employees.

Figure 7. "Opportunity for advancement"

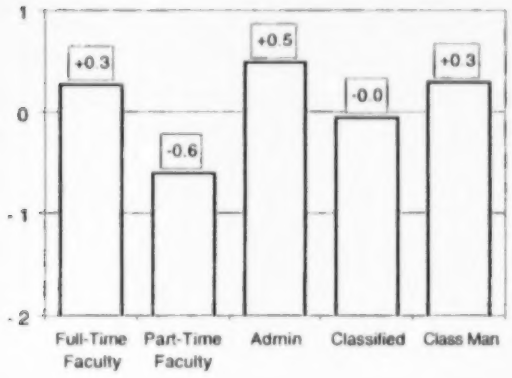
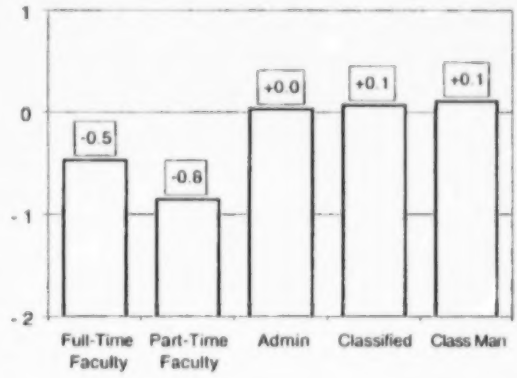


Figure 8. "Provisions for my retirement health care"



Disagreements

The following items showed high variability in responses. In many cases, the satisfaction of part-time faculty was lower than that of other respondent groups. Responses to the items discussed here had higher variability than the other items. In other words, there was less agreement among respondents (both within an employee group and across employee groups) on these issues than on other issues addressed by the survey.

- **"My benefits package" (Figure 9).** Unsurprisingly, part-time faculty were negative about benefits while other employee groups were positive.
- **"Job security" (Figure 10).** Job security was also rated negatively by part-time faculty, but all other employee groups rated job security positively.

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Figure 9. "My benefits package"

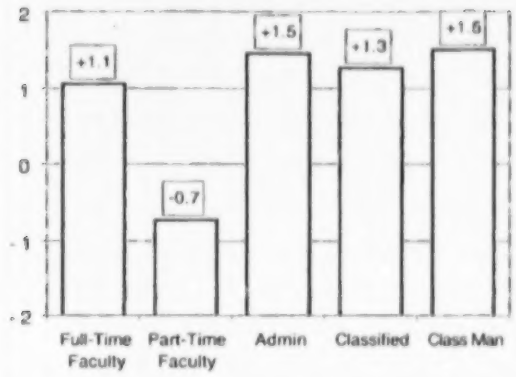
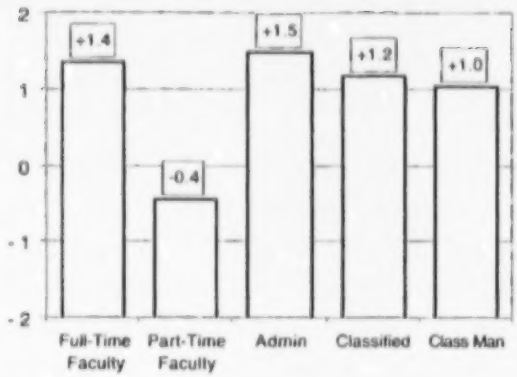


Figure 10. "Job security"



- **"Opportunity for career development" (Figure 11).** Although full-time faculty, administrators, and classified managers/confidential employees were positive about the opportunity for career development, part-time faculty and classified staff rated the item close to the neutral point.
- **"Financial provisions for my retirement" (Figure 12).** Administrators and classified managers/confidential employees were positive about retirement provisions, but part-time faculty rated this item negatively.

Figure 11. "Opportunity for career development"

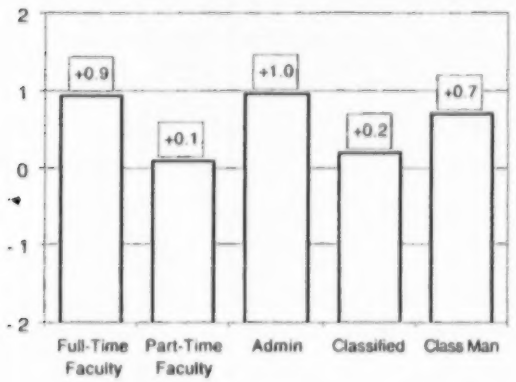
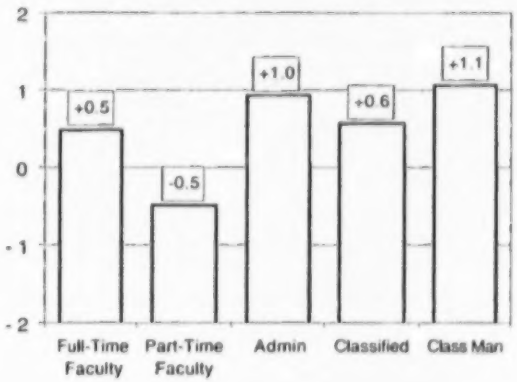


Figure 12. "Financial provisions for my retirement"



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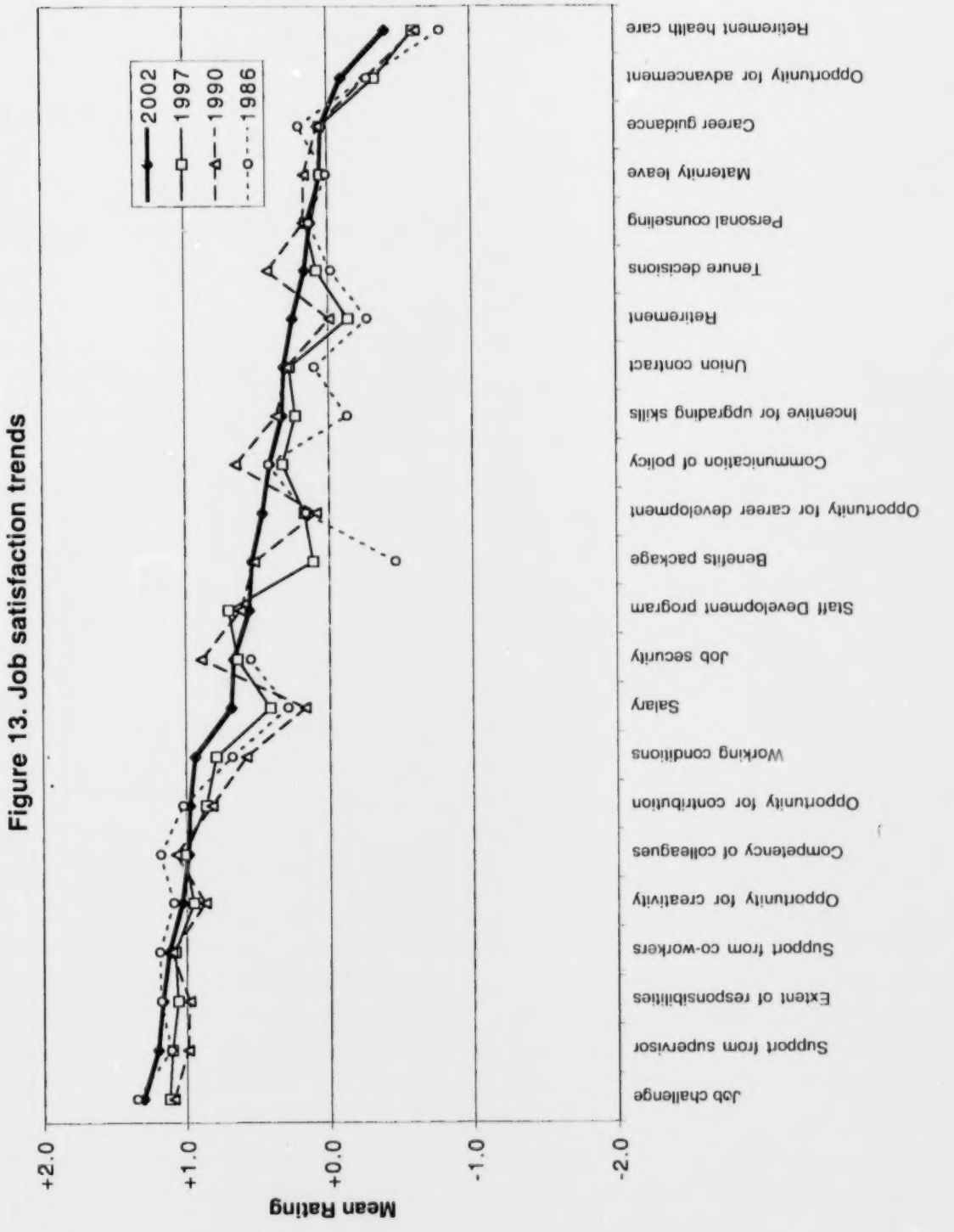
Trends

Figure 13 (next page) graphs response trends across different administrations of the survey. The graph shows items in order of mean ratings in 2002, from most positive to least positive. The thick black line shows 2002 ratings, and the other lines show mean ratings from 1997, 1990, and 1986. Trends are shown by the vertical spread of the data points for each item. If the data points are close together, there was little change from year to year. For example, the "support from co-workers" item shows almost no trend; data points for each year are very close. If data points are far apart, then a trend is indicated. For example, the "benefits package" item shows the biggest change from 1986. The mean rating for 1986 is below zero; more recent ratings are much more positive.

Most job satisfaction items did not differ substantially from 1986 to 2002. The following items did show response trends:

- **"My working conditions."** This general item showed improvement from 1986 to 2002, with a low point of +0.6 in 1990 and a high point of +0.9 in 2002.
- **"My salary."** Satisfaction with salary showed marked improvement from a low point of +0.2 in 1990 to a high point of +0.7 in 2002.
- **"My benefits package."** This item also showed a substantial increase, from a low of –0.5 in 1986 to a high of +0.5, which was the mean rating in both 1990 and 2002.
- **"Communication of policy and procedural guidelines."** This item had a mean rating of about +0.4 in all years except 1990, when it was considerably higher at +0.7.
- **"Handling of tenure decisions."** Satisfaction with tenure decisions was close to the neutral point in 1986, then increased to its highest level at +0.4 in 1990, then decreased back toward the neutral point in 1997 and 2002.
- **"Provisions for my retirement health care."** This item has shown negative mean ratings with every administration of the survey. However, satisfaction with retirement health care has been increasing since 1986 and in 2002 showed a mean rating of –0.4.



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Section 2. Personal Information

The second section of the survey asked for personal demographic information. The following tables show the responses by respondent group.

Table 3. Gender

Response	All	Full-Time Faculty	Part-Time Faculty	Admin.	Class. Staff	Class Man.
Female	**60%**	53%	53%	61%	73%	80%
Male	**40%**	47%	47%	39%	27%	20%

Table 4. Age

Response	All	Full-Time Faculty	Part-Time Faculty	Admin.	Class. Staff	Class Man.
18 to 25	**0%**	0%	0%	0%	2%	0%
26 to 35	**11%**	9%	12%	9%	12%	12%
36 to 45	**24%**	29%	19%	18%	30%	24%
46 to 55	**37%**	38%	40%	41%	31%	32%
56 or over	**28%**	24%	29%	32%	25%	32%

Table 5. "Highest educational degree attained"

Response	All	Full-Time Faculty	Part-Time Faculty	Admin.	Class. Staff	Class Man.
High school	**5%**	1%	0%	0%	18%	8%
AA/AS/Certificate	**9%**	0%	1%	4%	32%	24%
Bachelor's degree	**14%**	1%	11%	0%	37%	32%
Master's degree	**58%**	77%	72%	74%	11%	32%
Doctorate	**14%**	21%	16%	22%	2%	4%

Table 6. "Miles you commute to campus"

Response	All	Full-Time Faculty	Part-Time Faculty	Admin.	Class. Staff	Class Man.
0 to 3 miles	**17%**	17%	12%	4%	23%	21%
4 to 7 miles	**25%**	20%	25%	43%	27%	21%
8 to 12 miles	**28%**	20%	34%	22%	28%	33%
13 to 15 miles	**10%**	14%	13%	4%	6%	8%
16 or more miles	**21%**	30%	16%	26%	17%	17%

Table 7. "Hours per week you work at other paid employment (outside GCC)"

Response	All	Full-Time Faculty	Part-Time Faculty	Admin.	Class. Staff	Class Man.
0 to 5 hours	**67%**	91%	30%	96%	82%	100%
6 to 10 hours	**8%**	6%	13%	0%	6%	0%
11 to 15 hours	**7%**	0%	17%	4%	5%	0%
16 to 20 hours	**5%**	2%	10%	0%	1%	0%
21 or more hours	**13%**	1%	30%	0%	5%	0%

Table 8. "My present child care arrangements are:"

Response	All	Full-Time Faculty	Part-Time Faculty	Admin.	Class. Staff	Class Man.
Satisfactory	**20%**	23%	21%	18%	16%	13%
Not satisfactory	**3%**	3%	3%	9%	2%	4%
Not applicable	**77%**	74%	76%	73%	82%	83%

Table 9. Ethnic background

Response	All	Full-Time Faculty	Part-Time Faculty	Admin.	Class. Staff	Class Man.
American Indian	**1%**	1%	1%	0%	0%	0%
Caucasian/Armenian	**22%**	22%	20%	36%	24%	13%
Asian	**6%**	7%	7%	5%	6%	4%
Black	**2%**	2%	3%	9%	0%	4%
Caucasian/European	**54%**	56%	60%	41%	45%	71%
Filipino	**2%**	3%	1%	5%	4%	0%
Latino/Hispanic	**6%**	6%	2%	0%	9%	8%
Other Mid. East.	**1%**	1%	1%	0%	1%	0%
Pacific Islander	**0%**	0%	1%	0%	0%	0%
Other	**5%**	3%	4%	5%	10%	0%

Table 10. "In what languages can you converse?" ("yes" responses)

Response	All	Full-Time Faculty	Part-Time Faculty	Admin.	Class. Staff	Class Man.
Spanish	**19%**	30%	18%	9%	9%	19%
Korean	**1%**	2%	1%	0%	2%	0%
Chinese	**2%**	1%	4%	0%	0%	0%
Vietnamese	**0%**	0%	1%	0%	1%	0%
Armenian	**5%**	3%	4%	0%	13%	4%
Farsi	**3%**	2%	2%	0%	6%	0%
French	**10%**	9%	11%	9%	13%	4%
Russian	**3%**	2%	4%	0%	3%	0%
Other	**18%**	20%	25%	9%	11%	4%

Section 3. Working Environment

The third section of the survey addressed perceptions of the working environment at Glendale Community College. Respondents were positive about their working environment; only two items, involving input on remodeling of the physical facilities and convenience of parking, showed mean negative ratings. Perceptions of grounds care, custodial care, maintenance, and facilities improved from previous administrations of the survey.

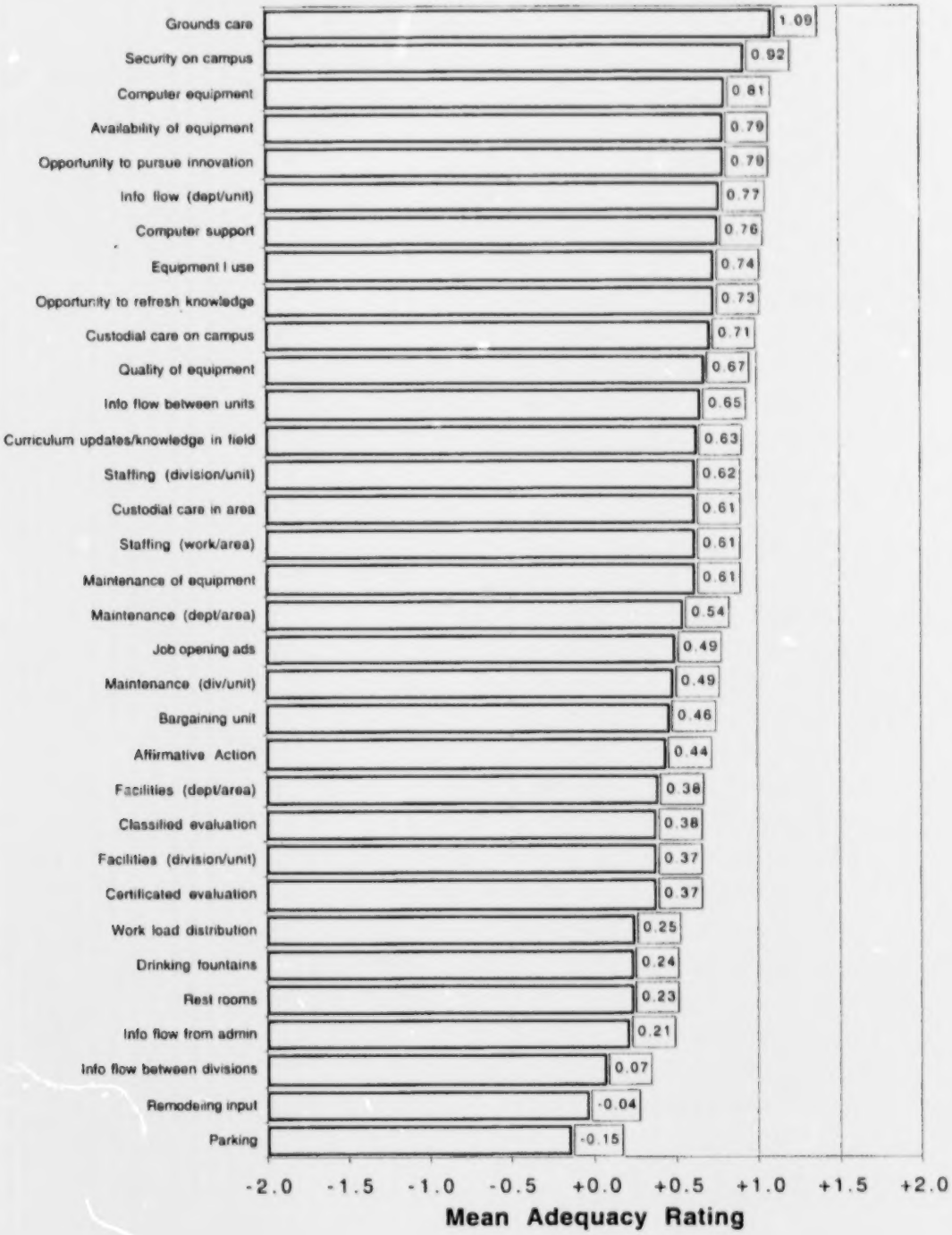
For section 3, items asked about characteristics of the working environment such as "The computer equipment I use" and "Security on campus." Respondents used the following response scale, and their responses were coded with numerical values, as shown in Table 11.

Table 11. Working environment response scale

Response	Code
Highly adequate	+2
Somewhat adequate	+1
Neutral/undecided	0
Somewhat inadequate	-1
Highly inadequate	-2

The results in the graphs below show *mean adequacy rating*, or the average numerical rating on a scale from –2 (highly inadequate) to +2 (highly adequate). The graph on the following page shows mean adequacy ratings for all items of section 3, ranked in order from highest adequacy rating to lowest.

Figure 14. Mean adequacy ratings of working environment items, 2002



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Most Positive Responses

Seven items had mean satisfaction ratings above +0.75; for all seven of these items, over 65% of respondents answered either "highly adequate" or "somewhat adequate."

- **"Grounds care on campus" (Figure 15).** Grounds care was the most highly rated of the working environment section. Over 79% of all respondents felt that grounds care on campus was adequate. The mean rating for all respondent groups was over +1.0.
- **"Security on campus" (Figure 16).** This item was rated positively by 73% of respondents. Administrators and classified managers rated security slightly more positively than faculty and classified staff, but all groups rated it highly.

Figure 15. "Grounds care on campus"

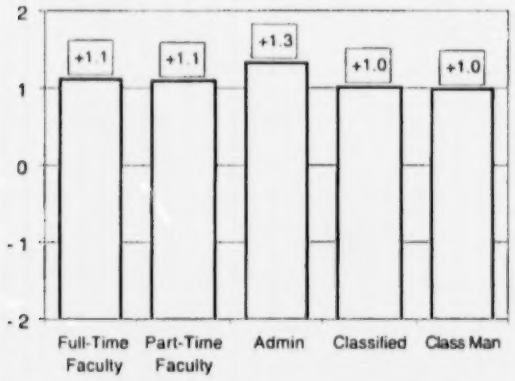
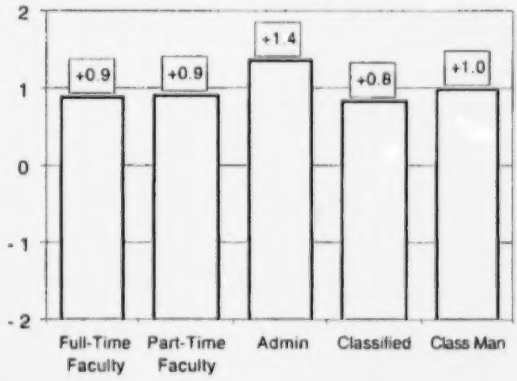


Figure 16. "Security on campus"



- **"The computer equipment I use" (Figure 17).** Respondents felt the computer equipment for their use was adequate. This item was rated highly by all groups except adjunct faculty.
- **Availability of equipment (Figure 18).** For faculty, this item referred to the availability of classroom equipment (e.g., projectors, VCR's, and televisions). For classified staff and administrators, this item referred to the availability of computer equipment on campus. All grounds gave availability high ratings.

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Figure 17. "The computer equipment I use"

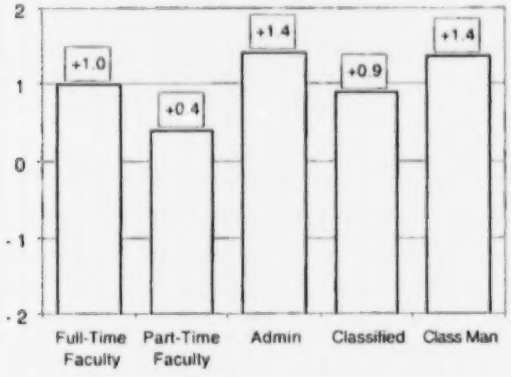
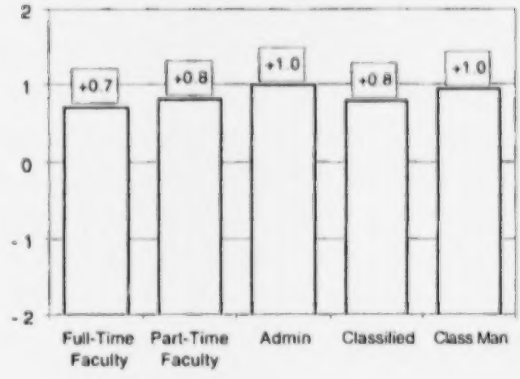


Figure 18. Availability of equipment



- **Opportunity to pursue innovation (Figure 19).** For faculty, this item referred to innovation in curriculum; for classified staff and administrators it referred to innovation in the respondent's work. Classified staff rated this item less positively than did other respondent groups.
- **"The flow of information within my department/unit" (Figure 20).** This item was rated less positively by classified staff than by other groups.

Figure 19. Opportunity to pursue innovation

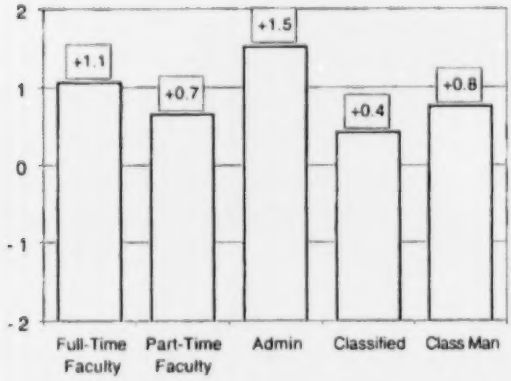
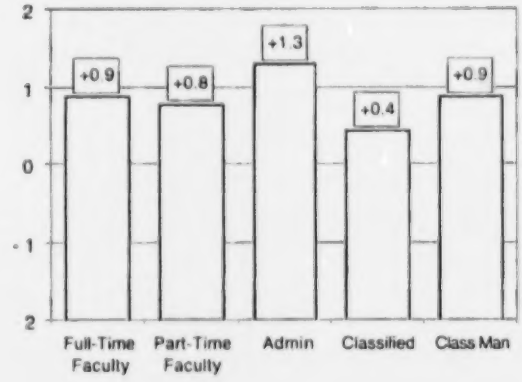


Figure 20. "The flow of information within my department/unit"



- **"Technical support for computer equipment" (Figure 21).** Computer support showed an average adequacy rating of +0.76. Part-time faculty were less positive about computer support than other groups.

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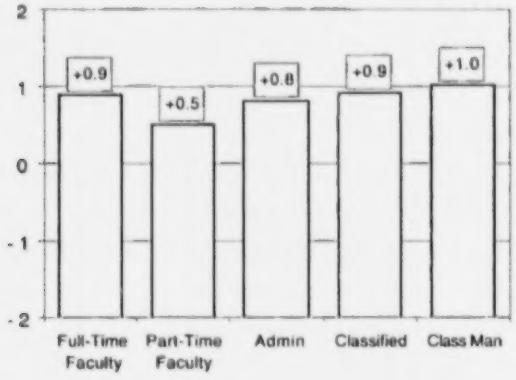
Figure 21. "Technical support for computer equipment"



Least Positive Responses

Two items in the working environment section had negative mean adequacy ratings: parking and input on remodeling.

- **"Convenience of staff parking" (Figure 22).** Administrators and classified managers were positive about parking, but faculty and classified staff were negative.
- **Remodeling input (Figure 23).** This item was worded "My opportunity for input on remodeling or altering facilities for my department/unit." Part-time faculty and classified staff showed mean negative ratings for this item, but other respondent groups showed slightly positive ratings.

Figure 22. "Convenience of staff parking"

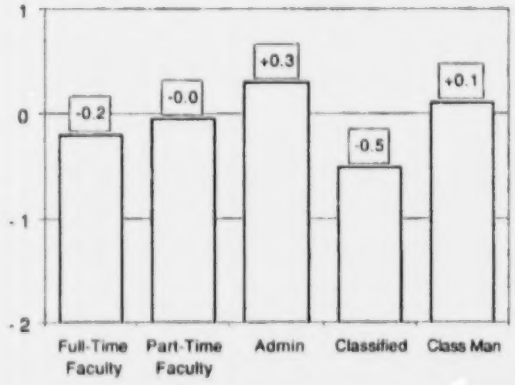
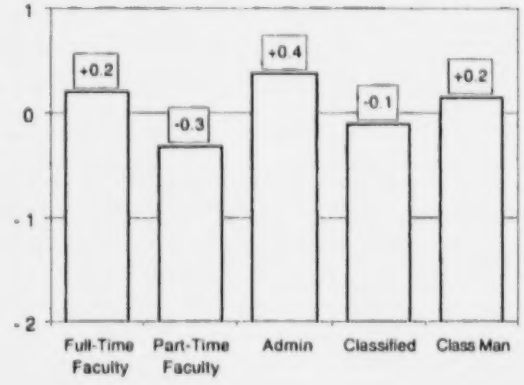


Figure 23. Remodeling input



Disagreements

Responses to the following items showed high variability from person to person.

- **"Convenience of staff parking" (Figure 22, above).** Responses to the parking item were highly variable. Only 9% of respondents rated parking neutrally; 48% rated it negatively and 43% rated it positively. Classified staff and full-time faculty were most negative about parking, but there was disagreement within all respondent groups.
- **"Condition of rest rooms on campus" (Figure 24).** Respondents disagreed about rest rooms, with 51% rating them positively and 32% rating them negatively. Classified managers were least positive about the condition of rest rooms on campus.
- **"The facilities for my department/work area" (Figure 25).** Although respondents were positive about the facilities in their department, there was variability. Over 55% were positive about facilities, but 29% gave negative ratings. Administrators and classified managers were most positive about facilities, and full-time faculty were least positive.

Figure 24. "Condition of rest rooms on campus"

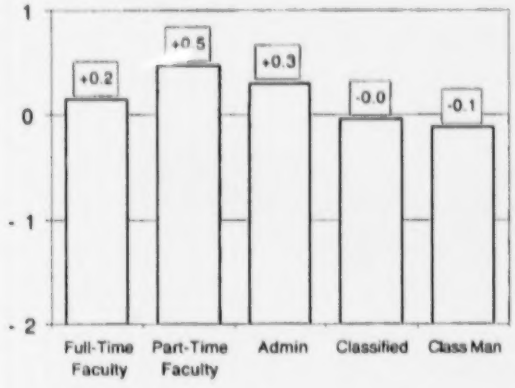
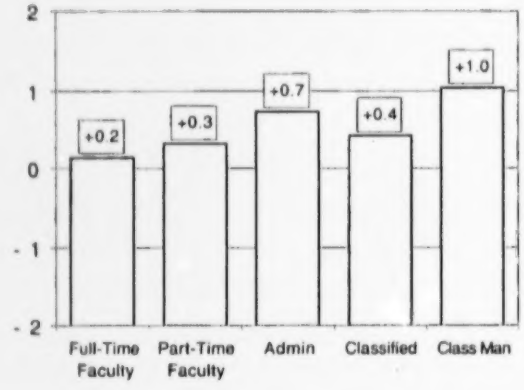


Figure 25. "The facilities for department/ work area"



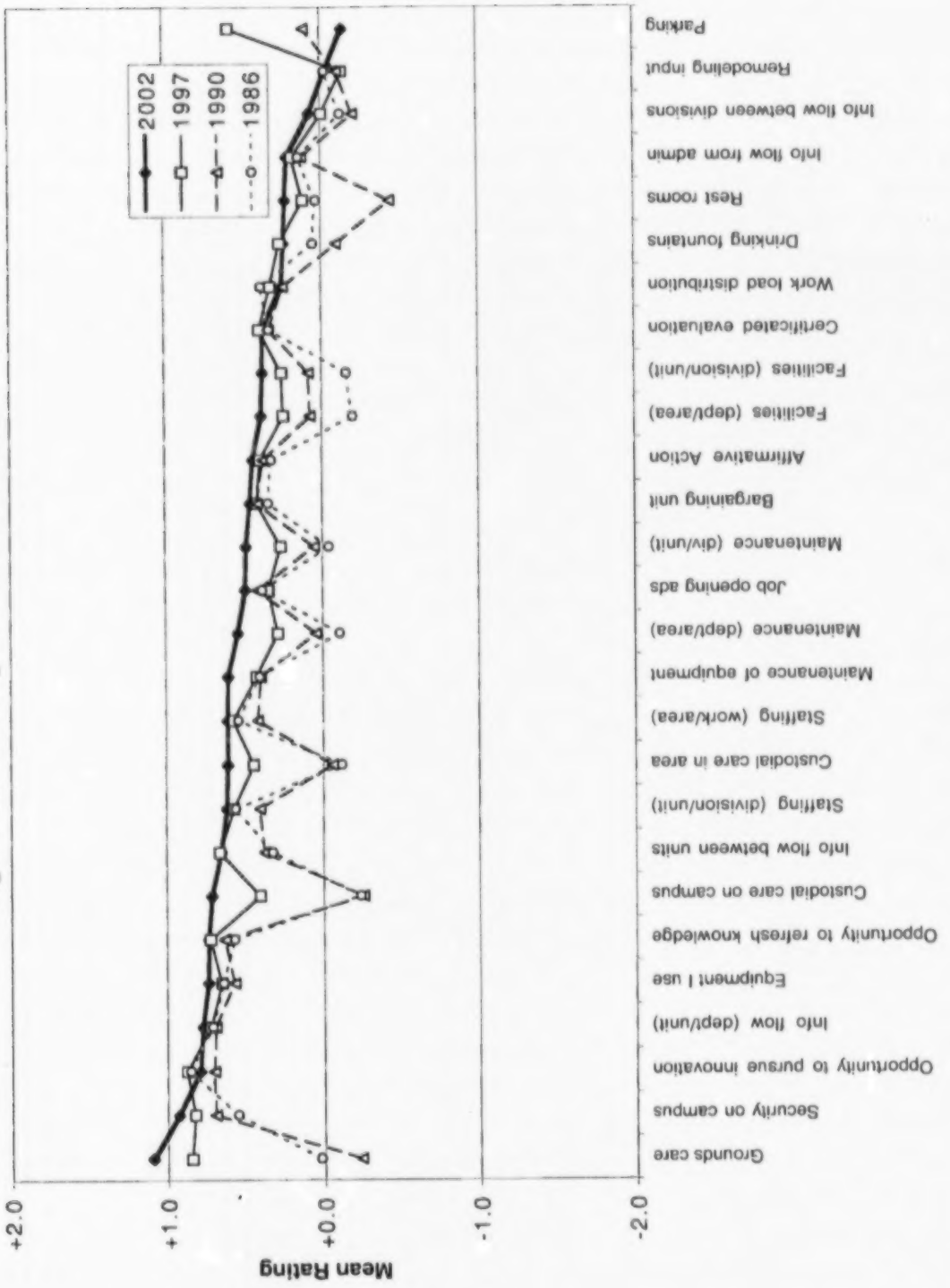
The following items also showed disagreement both between and within respondent groups: input on remodeling of the work area, staffing for the department, and custodial care in the work area.

Trends

Figure 26 (next page) shows trends for responses to working environment questions. Several items showed markedly different responses in different years, with most changes representing improvements in 2002. The following items showed improved ratings; in many cases ratings were negative in 1986 and 1990 but improved in 1997 and again in 2002.

- **"Grounds care on campus"**
- **"Custodial care on campus"**
- **"Custodial care in my work area"**
- **"The maintenance of facilities in my department/area"**
- **"The facilities for my department/area"**
- **"The facilities for my division/unit"**
- **"Condition of rest rooms on campus"**

Only one item showed a decline: the convenience of parking on campus. Parking was rated negatively in 2002, but it had been rated positively in 1997. In 1986 and 1990, parking was rated near the neutral point.



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Section 4: Campus Management

The fourth section of the survey addressed issues of management, governance, and planning. Faculty and staff were positive about academic freedom and many aspects of governance, including the role of the faculty and the classified staff in the governance process. However, respondents were less positive about questions related to the college's budgeting process. In particular, about 30% disagreed with the statement that the selection of budgeting priorities represents a consensus of faculty, staff, and student input.

Planning-related items showed neutral responses. Nearly half of the respondents (49%) agreed that planning is guided by the mission statement, but other planning items showed less agreement. Items related to the college evaluating how well it accomplishes its mission, whether the college reviews its planning process, whether program review leads to improvement, whether educational planning involves all segments of the campus, and whether programs and services are regularly reviewed all showed 40% or more neutral responses. This suggests that faculty and staff in general are not aware of the college's planning activities.

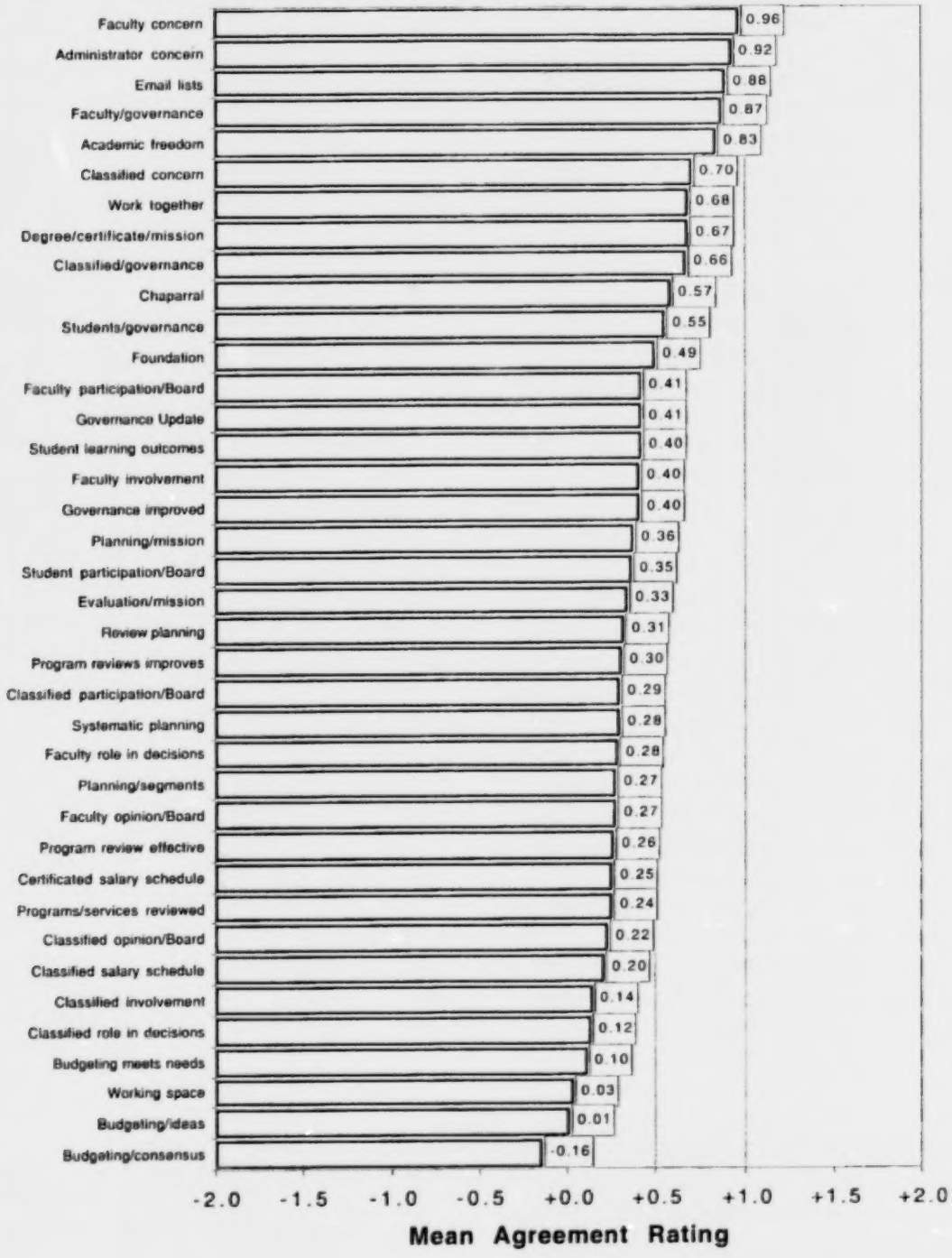
Respondents were asked whether they agreed or disagreed with each item. The following response scale was used.

Table 12. Campus management response scale

Response	Code
Strongly agree	+2
Agree	+1
Neutral/undecided	0
Disagree	-1
Strongly disagree	-2

The results in the graphs below show *mean agreement rating*, or the average numerical rating on a scale from –2 (strongly disagree) to +2 (strongly agree). The graph on the following page shows mean agreement ratings for all items of section 4, ranked in order from highest agreement rating to lowest.

Figure 27. Mean agreement ratings of campus management items, 2002 survey



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Most Positive Responses

Five items had mean satisfaction ratings above +0.8; for all of these items, 64% or more of respondents answered either "agree" or "strongly agree."

- **"Faculty are concerned about student success" (Figure 28).** This was the most positively rated item in the campus management section. Faculty rated it somewhat more positively than other respondents.
- **"Administrators are concerned about student success" (Figure 29).** Administrators and classified managers rated this item somewhat more positively than other respondents, but it was rated highly by all groups.

Figure 28. "Faculty are concerned about student success"

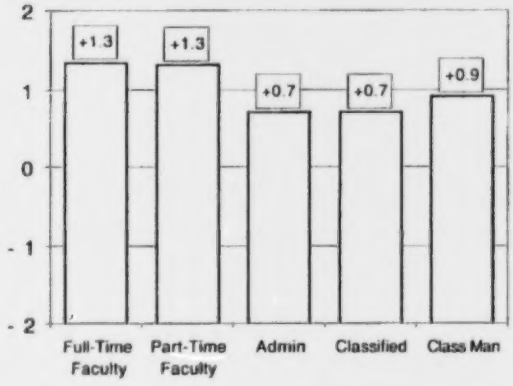
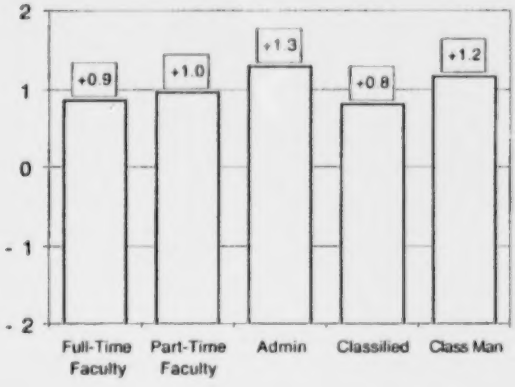


Figure 29. "Administrators are concerned about student success"



- **"GCC email lists have improved the flow of communication on campus" (Figure 30).** This item was rated highly by all groups except for part-time faculty.
- **"Faculty have adequate opportunity to participate in governance" (Figure 31).** Full-time faculty and administrators were particularly positive about this item.

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Figure 30. "GCC email lists have improved the flow of communication on campus"

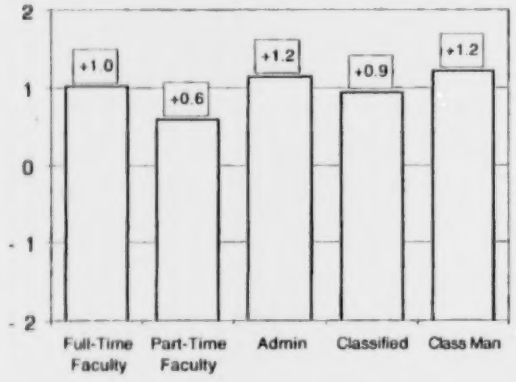
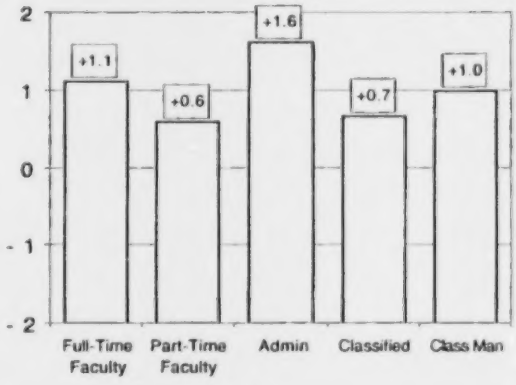
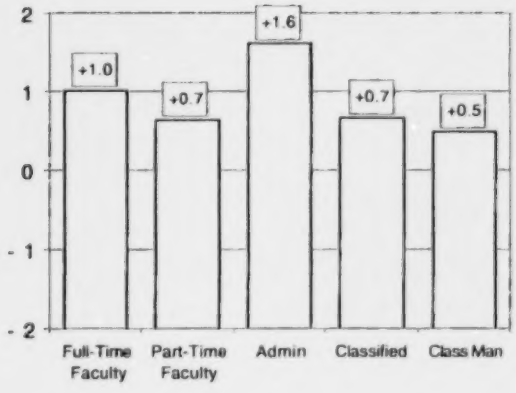


Figure 31. "Faculty have adequate opportunity to participate in governance"



- **"Academic freedom is protected at GCC" (Figure 32).** This item was rated highly by administrators and full-time faculty, but somewhat less highly by part-time faculty.

Figure 32. "Academic freedom is protected at GCC"



Least Positive Responses

The following items were rated most negatively.

- **"The selection of budgeting priorities represents a consensus of faculty, staff, and student input" (Figure 33).** This item had an average negative rating, and 30% of respondents rated it negatively. Full-time faculty were most negative about this budgeting issue, with other groups rating it near the neutral point.

- **"The budgeting process allows individually initiated ideas to receive adequate consideration for funding" (Figure 34).** This budgeting issue was rated near the neutral point by all groups, but was somewhat negatively rated by full-time faculty.

Figure 33. "The selection of budgeting priorities represents a consensus of faculty, staff, and student input"

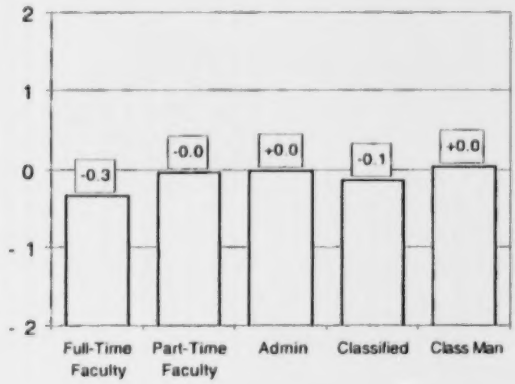
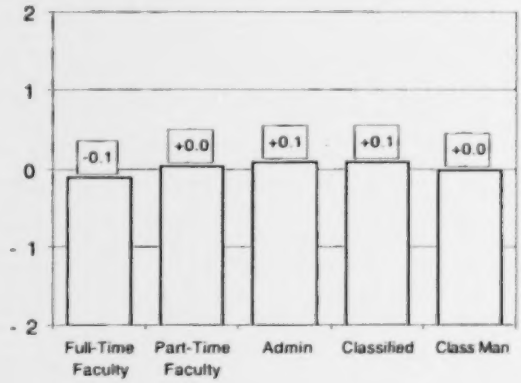
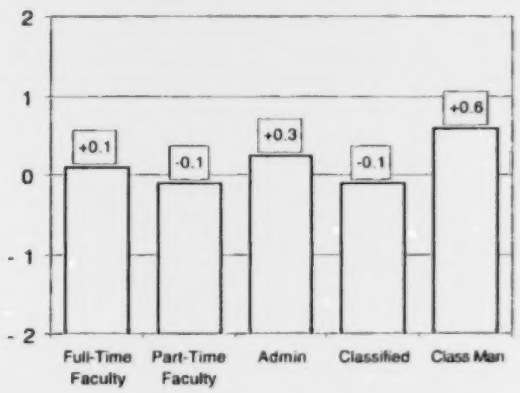


Figure 34. "The budgeting process allows individually initiated ideas to receive adequate consideration for funding"



- **"The amount of working space I have has improved over the last five years" (Figure 35).** This item was rated neutrally on average, but 32% of all respondents rated it negatively. Part-time faculty and classified staff disagreed with the statement.

Figure 35. "The amount of working space I have has improved over the last five years"



Disagreements

The only item that showed high disagreement was "the amount of working space I have has improved over the last five years" (see Figure 35, above). Agreement with this statement was evenly spread among those who agreed (36%), those who were neutral/undecided (33%), and those who disagreed (32%).

Trends

Figure 36 (next page) shows trends for the campus management items. The graph shows that responses to the first administration of the survey, in 1986, were generally negative on campus management issues. Responses to the current administration of the survey (the solid black line) were all more positive than the responses in 1986. The strongest improvements were shown for the following items:

- **"The college's classified salary schedule is competitive"**
- **"Classified opinion is adequately represented to the Board of Trustees"**
- **"The role of classified staff in campus decision-making is clear"**
- **"The role of the faculty in campus decision-making is clear"**
- **"The college's certificated salary schedule is competitive"**

Two items on information flow showed declines from the 1997 administration of the survey. These items assessed the effect of the Chaparral and the Governance Update on the flow of information on campus. Although both were rated positively in 2002, they were rated more positively in 1997. It is interesting to note that the use of email lists for improving the flow of information on campus was rated more positively in 2002 than these other methods of communication.

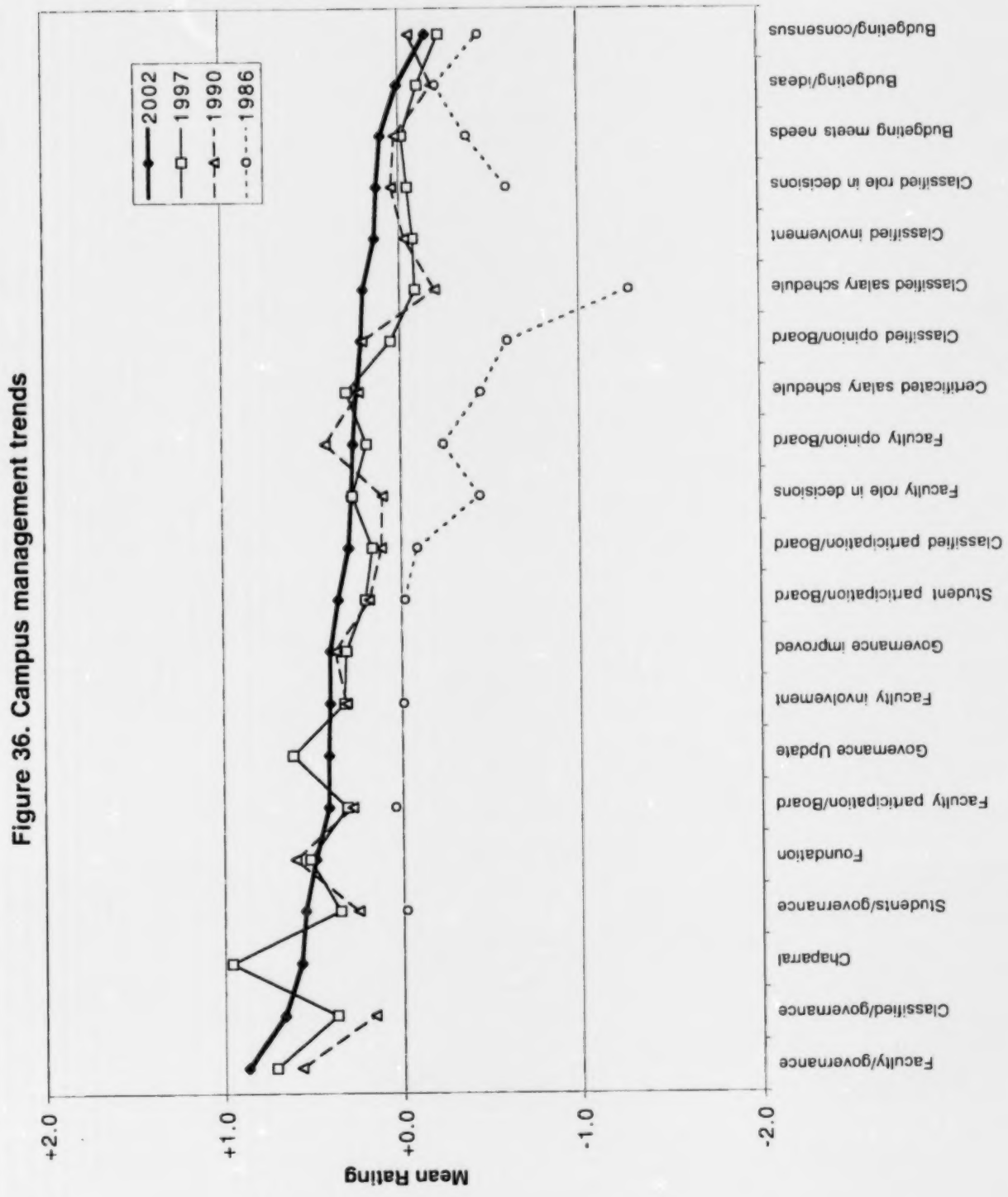


Figure 36. Campus management trends

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Section 5: Educational Goals

The fifth section of the survey addressed how much emphasis the college should place on different aspects of its educational mission. Respondents rated college priorities on the following scale.

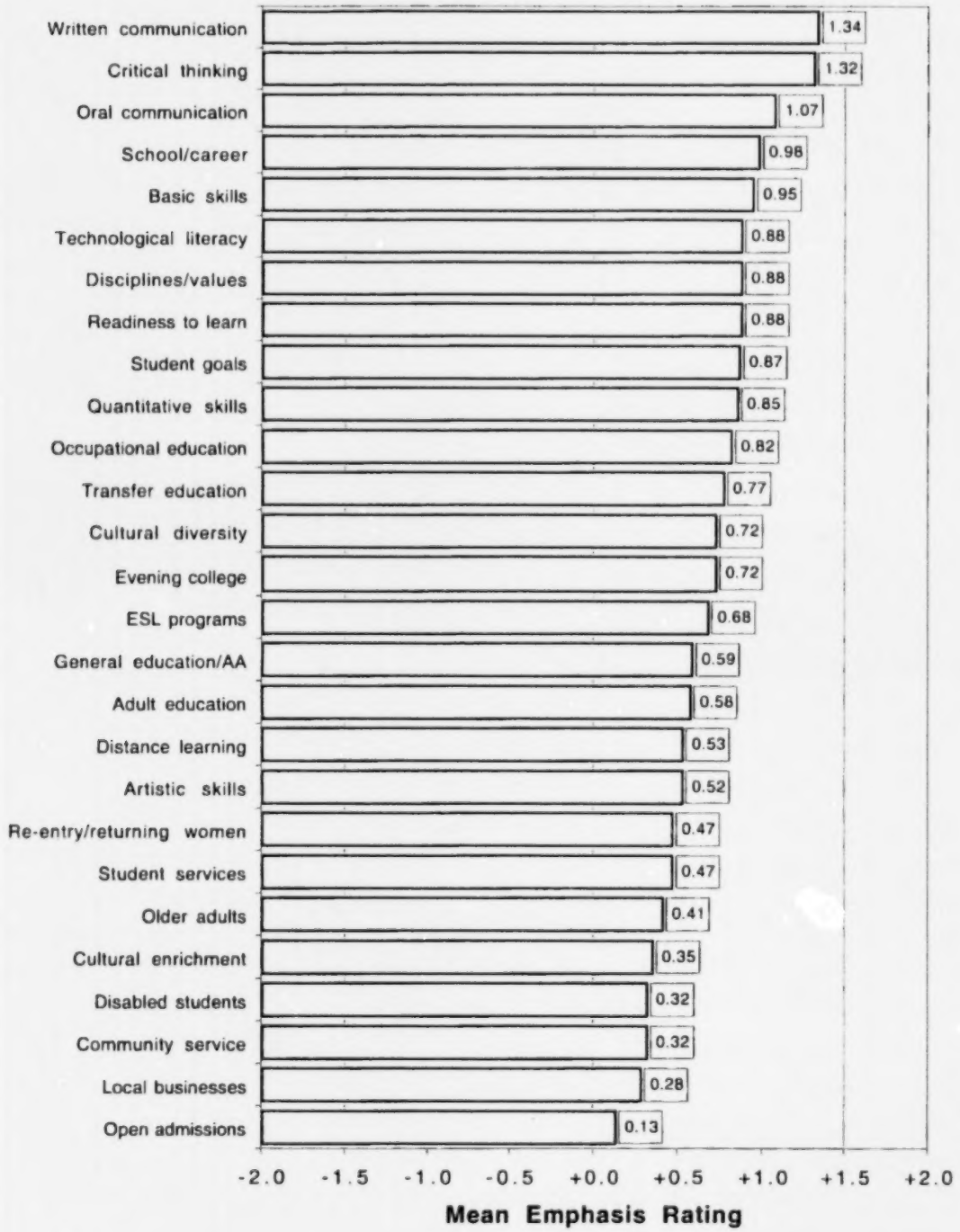
Table 13. Educational goals response scale

Response	Code
Much more emphasis is needed	+2
Slightly more emphasis is needed	+1
About the same emphasis is needed	0
Slightly less emphasis is needed	-1
Much less emphasis is needed	-2

Positive ratings in the following graphs and tables indicate that respondents, on average, felt that the college should place more emphasis on those areas. Negative ratings indicate that respondents felt that the college should place less emphasis on those areas. Interestingly, all areas surveyed resulted in positive ratings. In other words, respondents did not feel that the college should place less emphasis on any of these aspects of its educational mission.

The graph on the following page shows average emphasis ratings for all items listed in section 5.

Figure 37. Mean emphasis ratings of educational goal items, 2002



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For analysis, items were divided into two categories. *Student skills* are items that indicate whether the college should work to develop skills or abilities in students (e.g., written communication skills, quantitative skills). *College priorities*, on the other hand, are items that indicate whether the college should move in certain educational directions (e.g., transfer education, open admissions). These two categories are shown separately in the tables below, which rank items by respondents' mean emphasis ratings.

Table 14. Student skills items

	All	Full-Time Faculty	Part-Time Faculty	Admin.	Class. Staff	Class. Man.
Written communication	**+1.3**	+1.4	+1.3	+1.3	+1.4	+0.9
Critical thinking	**+1.3**	+1.4	+1.3	+1.3	+1.3	+0.8
Oral communication	**+1.1**	+1.0	+1.1	+1.0	+1.3	+0.7
Students' understanding of the relationship between school and career	**+1.0**	+1.0	+1.0	+0.9	+1.2	+0.7
Technological literacy	**+0.9**	+0.8	+0.8	+1.0	+1.0	+0.9
Students' understanding of the relationship between subject disciplines and the development of values	**+0.9**	+0.9	+0.9	+0.6	+1.1	+0.4
Quantitative skills	**+0.9**	+0.9	+0.8	+0.9	+0.9	+0.6
Cultural diversity	**+0.7**	+0.7	+0.7	+0.6	+0.9	+0.7
Artistic skills	**+0.5**	+0.5	+0.7	+0.2	+0.6	+0.1

The most positive response to student skills involved written communication, critical thinking, and oral communication. All skills items received positive emphasis ratings, indicating that respondents believed that the college should place more emphasis on developing those skills in students. The top two items, written communication and oral communication, received the highest ratings from all respondent groups.

Table 15, below, shows college priority items ranked from highest rated emphasis to lowest rated emphasis. The highest rated items were basic skills, evaluation of student readiness to learn, and identification of student goals and a path to accomplish those goals. Open admissions received the lowest rating. Again, all items received positive items on average, indicating that respondents believed the college should increase its emphasis on these aspects of its mission.

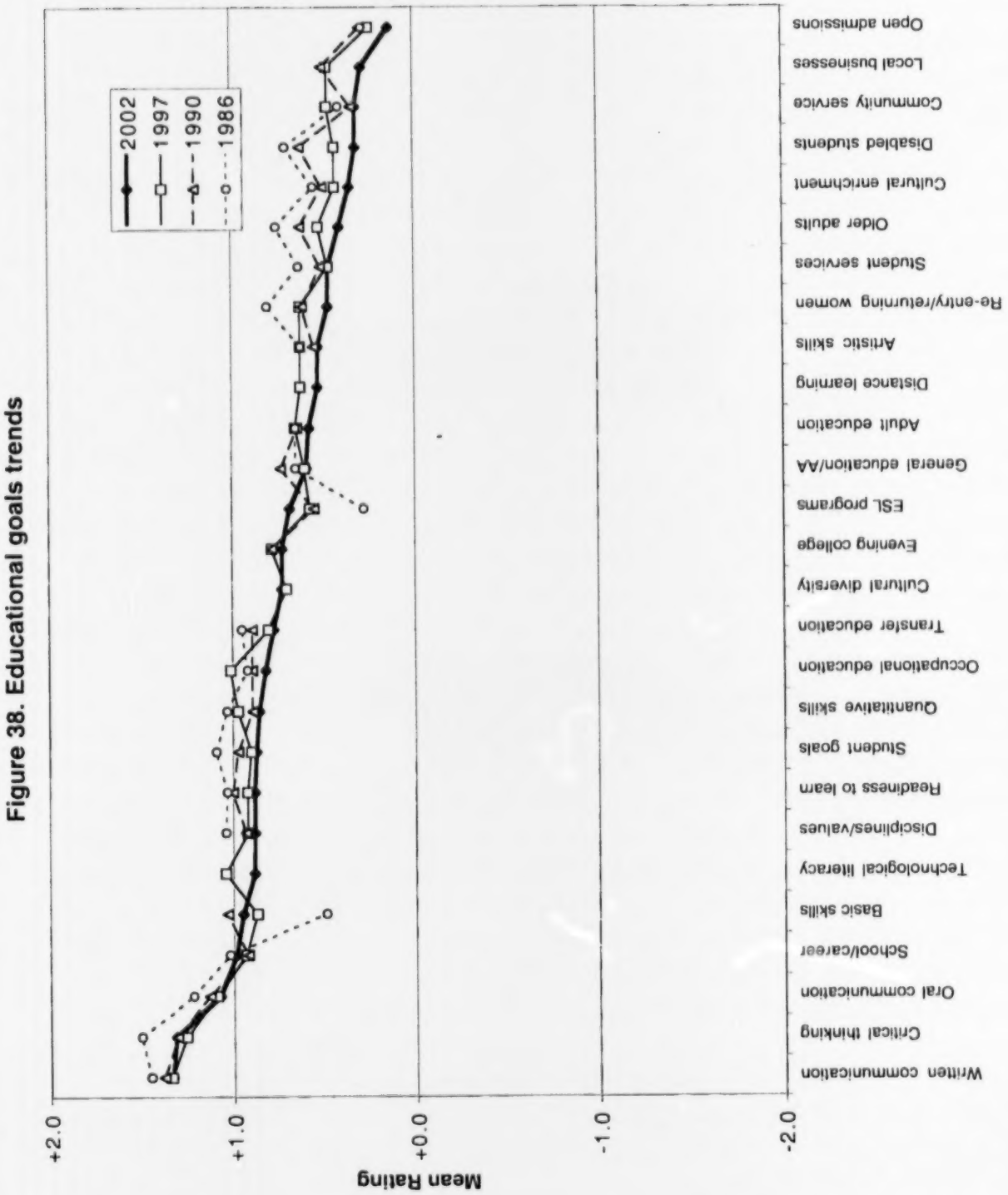
Table 15. College priority items

	All	Full-Time Faculty	Part-Time Faculty	Admin.	Class. Staff	Class. Man.
Basic skills	**+0.9**	+0.9	+1.1	+0.8	+0.9	+0.7
Evaluation of student readiness to learn	**+0.9**	+1.0	+1.0	+0.7	+0.9	+0.5
Identification of student goals and a path to accomplish those goals	**+0.9**	+0.8	+0.9	+1.2	+0.9	+0.7
Occupational education	**+0.8**	+0.7	+0.7	+1.0	+1.1	+1.2
Transfer education	**+0.8**	+0.9	+0.7	+0.8	+0.8	+0.6
Evening college	**+0.7**	+0.7	+0.8	+0.5	+0.8	+0.7
ESL programs	**+0.7**	+0.6	+0.9	+0.8	+0.5	+0.7
General education/AA	**+0.6**	+0.5	+0.6	+0.7	+0.7	+0.5
Adult education	**+0.6**	+0.4	+0.8	-0.2	+0.7	+0.6
Distance learning options for students	**+0.5**	+0.3	+0.4	+0.8	+0.9	+1.0
Re-entry/returning women	**+0.5**	+0.4	+0.6	+0.0	+0.6	+0.3
Student services	**+0.5**	+0.4	+0.3	+0.5	+0.7	+0.6
Older adults	**+0.4**	+0.3	+0.7	+0.0	+0.4	+0.0
Cultural enrichment	**+0.4**	+0.4	+0.4	+0.2	+0.3	+0.4
Disabled students	**+0.3**	+0.2	+0.4	+0.2	+0.5	+0.3
Community service	**+0.3**	+0.3	+0.4	-0.2	+0.4	+0.3
Programs to assist local businesses	**+0.3**	+0.2	+0.3	+0.2	+0.4	+0.5
Open admissions	**+0.1**	+0.1	+0.1	-0.2	+0.4	+0.0

Trends

Figure 38, on the following page, shows trends for the educational goals section. In contrast with the other survey sections which generally showed improved ratings from previous years, most emphasis ratings for educational goals declined from previous surveys. Items such as critical thinking, the identification of student goals, re-entry/returning women, and disabled students received less support in 2002 than in 1986, 1990, and 1997.

Only two items showed increased support: basic skills and ESL programs. In 1986, both of these items were rated near the neutral point, but both showed increased support in later administrations of the survey.



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Section 6: Student Services

The sixth section of the survey addressed referral of students to various college services. For each service, respondents answered with the following scale: "I have never heard of it," "I have heard of it but have not referred students," "I have referred students but they have been dissatisfied," "I have referred students to it with success," and "I have referred numerous students with success."

The tables on the following pages show three indicators of the campus community's perception of each service. *Recognition* is the percentage of all respondents who have heard of the service. *Referral* is the percentage of all respondents who have referred students to the service, regardless of the success of the referrals. *Referral success* is the percentage of referring respondents who chose either "I have referred students with success" or "I have referred numerous students with success."

Most services were recognized by a majority of the campus community. The services with the highest recognition were Admissions & Records, the Health Center, the Library, Academic Counseling, and the Financial Aid Office. These services were recognized by more than 95% of all respondents. The service with the least recognition, the Alliance for Minority Participation (AMP) program, was recognized by 73% of respondents.

As might be expected, part-time faculty showed lower recognition rates than other respondent groups. However, differences in recognition were not large. For many services, including the Health Center, the Library, and Academic Counseling, there was essentially no difference in recognition between part-time faculty and other groups. The services with the greatest differences in recognition between part-time faculty and other groups were the Adult Re-entry Center, Tutors Today Teachers Tomorrow, PACE, AMP, Collaborative Learning/SI, and the Scholars program.

Table 16. Recognition of student services

Service	All	FT Faculty	PT Faculty	Admin.	Class. Staff	Class Man.
Admissions & Records	**98%**	96%	99%	95%	99%	95%
Health Center (SR 131)	**98%**	100%	98%	95%	99%	95%
Library	**98%**	97%	98%	95%	99%	95%
Academic Counseling	**97%**	98%	97%	91%	99%	95%
Financial Aid Office	**97%**	97%	96%	95%	99%	95%
Career Center	**94%**	97%	90%	95%	96%	95%
Disabled Student Center	**94%**	98%	86%	95%	99%	95%
Job Placement Center	**94%**	95%	92%	95%	97%	91%
Learning Center (AD 232)	**94%**	96%	91%	95%	97%	91%
Information Counter	**93%**	93%	90%	95%	96%	95%
Transfer Center	**93%**	97%	88%	95%	96%	86%
Tutorial Center	**92%**	94%	89%	95%	93%	86%
ESL/Foreign Language Lab	**91%**	93%	90%	95%	89%	95%
Testing/Assessment Center	**91%**	94%	83%	95%	95%	91%
Adult Education/ACTC	**90%**	94%	80%	100%	96%	95%
EOPS Office	**88%**	91%	80%	95%	94%	91%
Study Abroad Office	**88%**	93%	80%	95%	88%	95%
English Lab (AD 238)	**87%**	90%	81%	91%	91%	91%
Math/Science Center	**87%**	93%	74%	95%	97%	90%
Scholarship Office	**87%**	93%	73%	95%	92%	95%
Student Computer Center	**87%**	85%	86%	100%	91%	86%
Writing Center/CAI Lab	**87%**	93%	81%	91%	87%	82%
Student Activities Office	**86%**	86%	78%	91%	89%	95%
Mental Health Counseling	**83%**	88%	76%	95%	82%	90%
Scholars Program	**83%**	96%	66%	95%	83%	91%
Adult Re-Entry Center	**81%**	87%	62%	100%	92%	95%
PACE (AD 145)	**81%**	91%	62%	100%	86%	95%
Service Learning Center	**81%**	84%	69%	95%	84%	95%
Telecourses	**78%**	84%	66%	82%	82%	91%
Collaborative Learning/SI	**74%**	94%	57%	91%	63%	82%
Tutors Today Teachers Tomorrow	**68%**	70%	50%	95%	77%	86%
AMP	**48%**	61%	33%	73%	35%	73%

Referral rates were relatively high. Eighteen of the 32 services had referral rates greater than 50%, indicating that more than 50% of respondents said they had referred students to the service. The highest referral rates were for Admissions & Records, the Library, Academic Counseling, the Health Center, and the Learning Center. The lowest referral rates were for telecourses, PACE, Study Abroad, AMP, the Student Activities Office, and the Math/Science Center. These services had referral rates lower than 40%.

Again, part-time faculty showed lower referral rates than full-time faculty. The services with the biggest differences were the Financial Aid Office, the Health Center, the Job Placement Center, Academic Counseling, and the Student Activities Office.

Table 17. Referral rate of students services

Service	All	FT Faculty	PT Faculty	Admin.	Class. Staff	Class Man.
Admissions & Records	**83%**	92%	70%	90%	84%	95%
Library	**81%**	94%	77%	90%	70%	70%
Academic Counseling	**73%**	86%	52%	85%	77%	90%
Health Center (SR 131)	**69%**	83%	43%	81%	76%	85%
Learning Center (AD 232)	**68%**	81%	57%	76%	63%	65%
Tutorial Center	**65%**	78%	53%	67%	62%	53%
Career Center	**64%**	78%	49%	76%	59%	67%
Disabled Student Center	**64%**	78%	44%	90%	55%	80%
Testing/Assessment Center	**60%**	65%	43%	76%	65%	80%
Financial Aid Office	**59%**	67%	35%	90%	66%	86%
English Lab (AD 238)	**58%**	67%	51%	75%	49%	55%
Information Counter	**57%**	54%	40%	67%	75%	62%
Job Placement Center	**56%**	56%	36%	76%	71%	80%
Writing Center/CAI Lab	**55%**	64%	49%	70%	44%	50%
Adult Education/ACTC	**54%**	43%	49%	73%	62%	76%
Student Computer Center	**53%**	64%	42%	64%	49%	53%
Collaborative Learning/SI	**52%**	71%	36%	65%	36%	22%
Transfer Center	**51%**	55%	32%	81%	52%	68%
EOPS Office	**49%**	50%	33%	68%	56%	65%
Scholarship Office	**47%**	60%	27%	67%	41%	48%
ESL/Foreign Language Lab	**46%**	41%	50%	60%	39%	52%
Service Learning Center	**43%**	44%	28%	71%	40%	57%
Scholars Program	**42%**	45%	24%	70%	39%	55%
Adult Re-Entry Center	**41%**	37%	33%	41%	49%	50%
Mental Health Counseling	**40%**	48%	23%	62%	44%	37%
Tutors Today Teachers Tomorrow	**40%**	46%	30%	57%	33%	42%
Math/Science Center	**39%**	45%	24%	57%	39%	39%
Student Activities Office	**39%**	39%	22%	70%	39%	62%
AMP	**38%**	45%	23%	63%	19%	25%
Study Abroad Office	**37%**	45%	21%	48%	39%	33%
PACE (AD 145)	**35%**	30%	22%	64%	32%	60%
Telecourses	**27%**	33%	17%	50%	23%	20%

The referral success rate is based only on those respondents who referred students to a service. It refers to the percentage of referring faculty and staff who referred students to a service with success. The services with the highest referral success rates were the Library, the

Health Center, Admissions & Records, the Center for Students with Disabilities, the Job Placement Center, the Learning Center, and the Assessment Center. All of these services had referral success rates of 90% or higher. The services with the lowest referral success rates were telecourses and Academic Counseling, which had referral success rates of just below 70%. No service had a referral success rate lower than 67%.

Table 18. Referral success rate of students services

Service	All	FT Faculty	PT Faculty	Admin.	Class. Staff	Class Man.
Library	**95%**	96%	94%	89%	96%	93%
Health Center (SR 131)	**92%**	92%	86%	100%	96%	100%
Admissions & Records	**91%**	91%	92%	94%	87%	90%
Disabled Student Center	**91%**	94%	85%	95%	90%	100%
Job Placement Center	**91%**	86%	86%	100%	98%	100%
Learning Center (AD 232)	**90%**	89%	85%	100%	93%	92%
Testing/Assessment Center	**90%**	92%	86%	88%	96%	94%
Scholarship Office	**89%**	94%	78%	100%	90%	90%
Career Center	**88%**	86%	84%	94%	95%	100%
Math/Science Center	**88%**	94%	68%	100%	90%	86%
Service Learning Center	**87%**	95%	70%	93%	92%	92%
Student Activities Office	**87%**	92%	67%	93%	92%	92%
Adult Education/ACTC	**86%**	84%	80%	88%	93%	94%
EOPS Office	**86%**	86%	82%	100%	89%	100%
Financial Aid Office	**86%**	86%	76%	100%	94%	94%
Student Computer Center	**86%**	89%	79%	100%	91%	90%
English Lab (AD 238)	**85%**	84%	88%	100%	85%	82%
ESL/Foreign Language Lab	**85%**	85%	80%	100%	96%	91%
Tutorial Center	**85%**	80%	88%	93%	89%	90%
Information Counter	**84%**	84%	84%	79%	85%	92%
Collaborative Learning/SI	**83%**	86%	68%	92%	88%	75%
Study Abroad Office	**83%**	83%	71%	70%	96%	86%
Transfer Center	**82%**	83%	76%	82%	87%	92%
PACE (AD 145)	**81%**	87%	65%	86%	76%	92%
Writing Center/CAI Lab	**81%**	81%	85%	86%	83%	78%
AMP	**80%**	90%	56%	100%	80%	50%
Mental Health Counseling	**79%**	83%	68%	100%	82%	71%
Adult Re-Entry Center	**78%**	75%	77%	67%	85%	90%
Tutors Today Teachers Tomorrow	**77%**	81%	67%	67%	89%	75%
Scholars Program	**75%**	78%	68%	79%	72%	82%
Academic Counseling	**68%**	61%	74%	65%	71%	89%
Telecourses	**67%**	65%	64%	56%	86%	50%

Trends

Figure 39, on the following page, shows trends for student services recognition. Most services show only small changes in recognition from year to year. Exceptions include the Transfer Center (recognition up 32 percentage points from 1986), the Assessment Center (up 23 percentage points), the Center for Students with Disabilities (up 14 percentage points), and the Math/Science Center (up 12 percentage points).

Figure 40, on page 42, shows trends for student services referral. The percentage of faculty and staff referring students to various campus services increased for nearly every service since 1986. The services with the largest increases in reported referral rates were the Assessment Center (up 36 percentage points from 1986), the Student Computer Center (up 34 percentage points), the Transfer Center (up 32 percentage points), and the Center for Students with Disabilities (up 30 percentage points). Referral to the Financial Aid Office declined from 1997.

Figure 41, on page 43, shows trends for referral success rate. This is the percentage of referring faculty and staff who report that the referral resulted in success. For most services, referral success has not changed substantially since 1986. The referral success rate for the EOPS Office increased by 16 percentage points, and the rate for the Assessment Center increased by 9 percentage points. Several services showed drops in referral success, including Financial Aid, Telecourses, the Scholars Program, and Adult Re-entry.

Figure 39. Student services recognition trends

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Figure 40. Student services referral trends

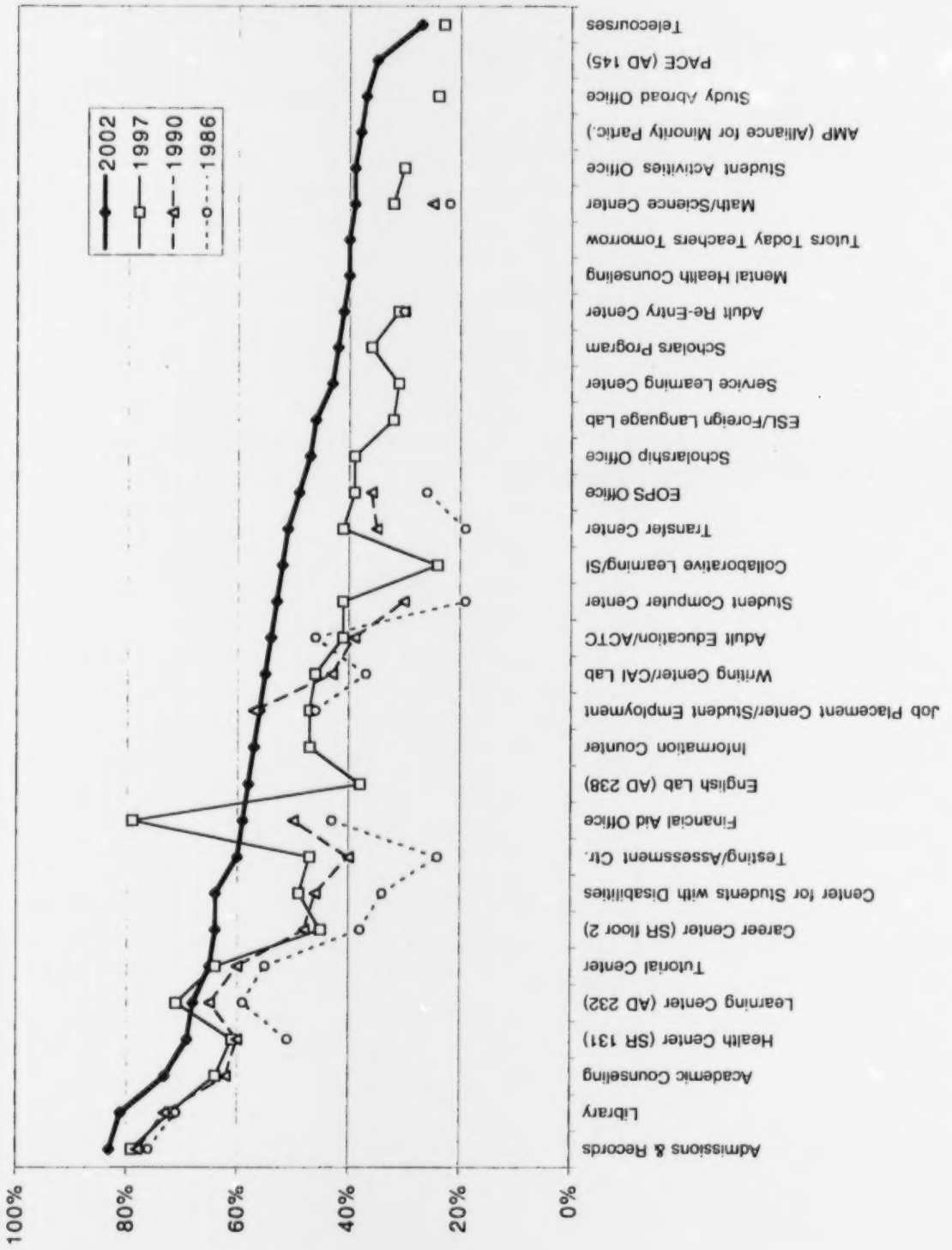
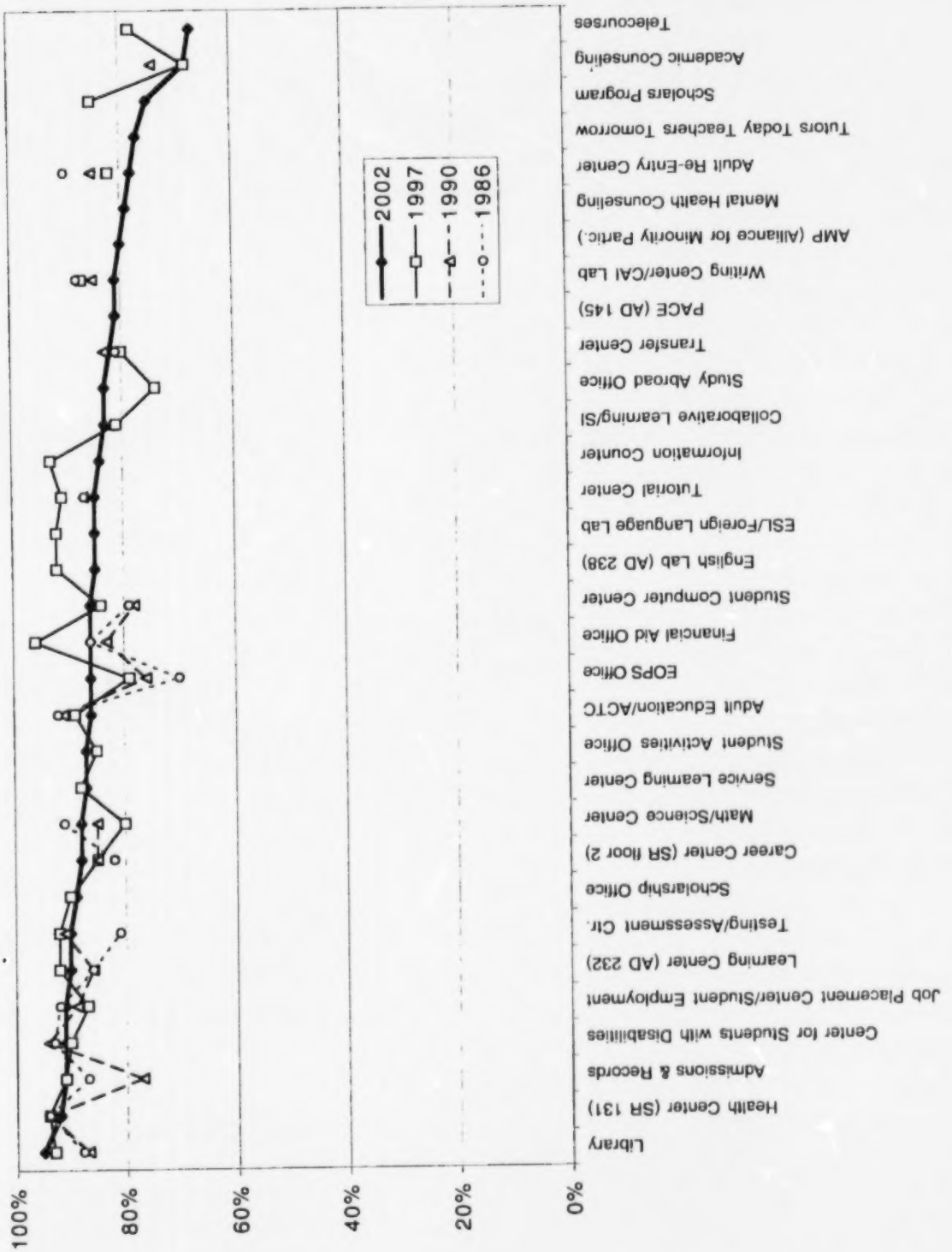


Figure 41. Student services referral success trends



Appendix A. Mean Ratings to Items in Sections 1, 3, 4, and 5

Section 1. Job Satisfaction

Item	Full-Time Faculty	Part-Time Faculty	Admin	Classified	Class Man	All	Std Dev	% Positive	% Neutral	% Negative
My job challenge	1.46	1.34	1.78	0.89	1.50	1.30	0.93	86%	7%	7%
Support from my supervisor(s)	1.15	1.32	1.61	0.97	1.52	1.20	1.14	81%	8%	11%
The extent of my responsibilities	1.16	1.21	1.77	0.96	1.32	1.16	0.99	82%	9%	9%
Support from my co-workers	1.14	1.20	1.26	0.90	1.33	1.12	1.07	80%	10%	10%
Opportunity for creativity	1.20	1.13	1.45	0.60	0.83	1.03	0.98	78%	13%	9%
Competency of my colleagues/co-workers	1.00	1.13	0.95	0.76	1.00	0.98	1.05	75%	13%	12%
Opportunity for contribution	1.29	0.89	1.55	0.62	0.83	0.97	1.04	73%	18%	10%
My working conditions	1.13	0.84	1.36	0.74	1.04	0.94	1.08	80%	6%	14%
My salary	1.02	0.23	1.48	0.60	1.52	0.68	1.11	73%	9%	18%
Job security	1.35	-0.43	1.50	1.18	1.04	0.67	1.30	64%	17%	19%
Staff Development program	0.46	0.66	0.19	0.61	0.42	0.56	1.10	57%	26%	17%
My benefits package	1.08	-0.72	1.48	1.27	1.52	0.54	1.36	62%	14%	24%
Opportunity for career development	0.93	0.10	0.95	0.20	0.71	0.46	1.21	54%	24%	22%
Communication of policy & procedure	0.32	0.53	0.67	0.38	0.35	0.41	1.09	53%	27%	20%
Incentive for upgrading skills	0.54	0.10	0.73	0.29	0.25	0.32	1.17	47%	29%	24%
Union contract	0.55	0.08	-0.10	0.56	0.18	0.31	1.02	44%	38%	18%
Financial provisions for my retirement	0.51	-0.48	0.96	0.59	1.08	0.25	1.18	48%	28%	24%
Handling of tenure decisions	0.66	-0.33	0.67	0.12	0.09	0.16	0.99	29%	55%	16%
Availability of personal counseling	0.20	-0.03	0.32	0.21	0.08	0.12	1.00	27%	55%	18%
Provision for maternity leave	0.14	-0.17	0.45	0.21	0.14	0.05	0.81	15%	75%	10%
Availability of career guidance	0.16	-0.14	0.05	0.12	0.13	0.04	1.02	26%	51%	22%
Opportunity for advancement	0.28	-0.58	0.50	-0.05	0.29	-0.10	1.16	32%	33%	36%
Provisions for my retirement health care	-0.45	-0.84	0.04	0.07	0.12	-0.41	1.15	20%	38%	42%

Section 3. Working Environment

Item	Full-Time Faculty	Part-Time Faculty	Admin	Classified	Class Man	All	Std Dev	% Positive	% Neutral	% Negative
Grounds care on campus	1.12	1.10	1.35	1.02	1.00	1.09	0.94	79%	14%	7%
Security on campus	0.90	0.91	1.36	0.85	1.00	0.92	0.93	73%	18%	9%
The computer equipment I use	1.02	0.41	1.43	0.91	1.38	0.81	1.17	67%	17%	16%
Availability of class./computer equipment	0.71	0.84	1.00	0.79	0.96	0.79	1.10	69%	16%	15%
Opportunity to pursue innovation	1.06	0.67	1.55	0.44	0.77	0.79	1.06	65%	24%	11%
Flow of information within dept/unit	0.87	0.79	1.30	0.43	0.88	0.77	1.12	69%	15%	16%
Technical support for computer equipment	0.90	0.50	0.83	0.93	1.04	0.76	1.10	65%	20%	15%
The equipment I use (non-computer)	0.72	0.59	1.00	0.87	1.04	0.74	1.05	68%	18%	15%
Opportunity to refresh knowledge	0.90	0.66	1.36	0.58	0.58	0.73	1.08	64%	23%	13%
Custodial care on campus	0.65	0.94	0.83	0.45	0.36	0.71	1.07	66%	18%	16%
Quality of class./computer equipment	0.53	0.59	1.09	0.82	1.16	0.67	1.10	66%	17%	18%

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Section 3. Working Environment (continued)

Item	Full-Time Faculty	Part-Time Faculty	Admin	Classified	Class Man	All	Std Dev	% Positive	% Neutral	% Negative
Flow of info. within division/between units	0.79	0.71	1.14	0.36	0.42	0.65	1.11	63%	20%	17%
Pursue curr. updates/more knowledge	0.85	0.42	1.39	0.47	0.76	0.63	1.16	61%	23%	17%
Staffing for my division/unit	0.49	0.77	0.59	0.58	0.73	0.62	1.17	60%	20%	20%
Custodial care in my area	0.33	0.91	0.57	0.49	0.54	0.61	1.18	62%	15%	22%
Staffing for my department/work	0.29	0.81	0.74	0.66	0.80	0.61	1.21	62%	17%	21%
Maintenance of equipment in my area	0.43	0.60	1.00	0.68	0.92	0.61	1.10	61%	21%	17%
Maintenance of facilities in my dept/area	0.19	0.68	0.70	0.60	1.00	0.54	1.11	57%	25%	18%
Advertising for job openings	0.64	0.29	0.30	0.63	0.81	0.49	1.01	51%	35%	15%
Maintenance of facilities in my division/unit	0.27	0.50	0.57	0.56	0.92	0.49	1.07	53%	29%	18%
Representation by the bargaining unit	0.56	0.56	0.32	0.36	0.16	0.46	1.07	46%	39%	15%
Adherence to Affirmative Action guidelines	0.46	0.39	0.87	0.28	0.72	0.44	0.92	36%	56%	7%
Facilities for my department/work area	0.16	0.33	0.74	0.44	1.04	0.38	1.21	55%	16%	29%
Classified staff evaluation	0.30	0.38	0.39	0.22	0.23	0.38	0.95	43%	44%	12%
Facilities for my division/unit	0.23	0.38	0.26	0.34	1.00	0.37	1.15	52%	22%	26%
Certificated staff evaluation	0.48	0.52	0.00	0.14	0.04	0.37	0.89	37%	54%	9%
Work load distribution	0.17	0.36	0.35	0.18	0.32	0.25	1.07	40%	38%	22%
Availability of drinking fountains on campus	0.32	0.38	0.04	0.09	-0.23	0.24	1.11	42%	33%	25%
Condition of rest rooms on campus	0.15	0.48	0.30	-0.02	-0.12	0.23	1.23	51%	17%	32%
Flow of info. from admin. to faculty	0.06	0.39	0.65	0.02	0.08	0.21	1.07	41%	36%	23%
Flow of info. between divisions/units	-0.17	0.19	0.48	0.05	0.23	0.07	1.02	33%	40%	27%
Opportunity for input on remodeling	0.21	-0.31	0.39	-0.10	0.16	-0.04	1.21	32%	37%	31%
Convenience of staff parking	-0.18	-0.05	0.30	-0.50	0.12	-0.15	1.48	43%	9%	48%

Section 4. Campus Management

Item	Full-Time Faculty	Part-Time Faculty	Admin	Classified	Class Man	All	Std Dev	% Positive	% Neutral	% Negative
Faculty concerned about student success	1.34	1.33	0.71	0.70	0.92	0.96	0.96	73%	19%	8%
Administrators concerned about stu. succ.	0.86	0.96	1.29	0.80	1.16	0.92	0.91	71%	23%	6%
Email lists have improved info. flow	1.03	0.59	1.15	0.95	1.23	0.88	0.90	73%	20%	7%
Faculty have adequate opportunity to participate in governance	1.13	0.58	1.62	0.67	1.00	0.87	0.92	64%	31%	5%
Academic freedom is protected at GCC	1.03	0.66	1.62	0.67	0.50	0.83	0.86	66%	28%	6%
Classified concerned about stu. success	0.61	0.66	0.85	0.76	0.88	0.70	0.87	57%	38%	5%
Board, administration, faculty, staff, and students work together for the good of the institution	0.75	0.61	1.05	0.59	0.65	0.68	0.96	63%	27%	10%
Degree/cert. programs support mission	0.83	0.51	0.67	0.66	0.78	0.67	0.86	54%	41%	5%
Classified staff have adequate opportunity to participate in governance	0.67	0.19	1.19	0.49	0.68	0.66	0.94	59%	32%	10%
Chaparral has improved information flow	0.71	0.41	0.40	0.62	0.50	0.57	0.89	52%	41%	7%

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Section 4. Campus Management (continued)

Item	Full-Time Faculty	Part-Time Faculty	Admin	Classified	Class Man	All	Std Dev	% Positive	% Neutral	% Negative
Students have adequate opportunity to participate in governance	0.70	0.19	1.43	0.49	0.83	0.55	0.84	43%	53%	4%
Foundation makes necessary contribution	0.63	0.36	0.25	0.42	0.75	0.49	0.83	44%	50%	6%
Faculty have adequate opportunity to participate in Board discussions	0.44	0.18	1.33	0.41	0.61	0.41	0.91	42%	48%	10%
Governance Update improved info. flow	0.55	0.29	0.45	0.34	0.33	0.41	0.83	42%	51%	7%
College measures stu. learning outcomes	0.44	0.39	0.33	0.37	0.32	0.40	0.90	46%	42%	12%
Faculty have sufficient involvement in the development of policies and procedures related to their assignment	0.51	0.11	1.40	0.39	0.65	0.40	0.91	45%	43%	13%
Governance has improved over previous years	0.49	0.26	1.20	0.32	0.19	0.40	0.85	39%	52%	8%
Planning guided by mission statement	0.23	0.37	0.35	0.38	0.23	0.36	1.01	49%	33%	18%
Students have adequate opportunity to participate in Board discusssions	0.40	0.11	1.00	0.32	0.74	0.35	0.80	33%	60%	6%
College evaluates how well it accomplishes its mission	0.28	0.38	-0.05	0.39	0.18	0.33	0.89	38%	49%	13%
College reviews its planning process	0.30	0.35	0.38	0.30	0.18	0.31	0.84	35%	55%	10%
Program review leads to improvement	0.07	0.44	0.00	0.49	0.24	0.30	0.97	38%	46%	15%
Classified staff have adequate opportunity to participate in Board discussions	0.27	0.13	1.05	0.29	0.57	0.29	0.81	30%	62%	8%
College conducts systematic educational, financial, physical, and HR planning	0.25	0.37	0.33	0.23	0.05	0.28	0.94	37%	48%	15%
Faculty role in decision-making is clear	0.32	-0.03	1.35	0.32	0.67	0.28	0.95	39%	44%	17%
Educational planning involves all segments	0.22	0.26	0.57	0.27	0.17	0.27	0.98	38%	44%	18%
Faculty opinion adequately represented to Board	0.18	0.09	1.30	0.29	0.67	0.27	0.86	32%	58%	11%
Program review is effective in evaluating program strengths & weaknesses	0.07	0.29	0.29	0.42	0.40	0.26	0.94	36%	49%	15%
Certificated salary schedule is competitive	0.33	-0.01	1.10	0.11	0.91	0.25	0.98	39%	43%	18%
Programs & services regularly reviewed	0.16	0.33	0.30	0.20	0.20	0.24	0.88	35%	49%	16%
Classified opinion adequately represented to Board	0.27	0.06	0.95	0.15	0.33	0.22	0.72	25%	68%	7%
Classified salary schedule is competitive	0.23	0.06	0.90	0.09	0.64	0.20	0.85	29%	58%	13%
Classified staff involved in development of policies and procedures related to their assignments	0.24	0.05	0.75	-0.04	0.05	0.14	0.78	24%	64%	13%
Classified role in decision making is clear	0.22	0.05	0.90	-0.04	-0.15	0.12	0.77	22%	67%	11%
Budgeting process meets needs of college	0.09	0.00	0.40	0.00	0.48	0.10	0.89	30%	52%	19%
Working space has improved	0.09	-0.10	0.25	-0.09	0.59	0.03	1.20	36%	33%	32%

Budgeting process allows ideas to receive adequate consideration for funding	-0.12	0.05	0.10	0.08	0.00	0.01	0.86	23%	56%	21%
Budgeting priorities/consensus of faculty, staff, & student input	-0.34	-0.04	0.00	-0.14	0.05	-0.16	0.93	19%	51%	30%

Section 5. Educational Goals

Item	Full-Time Faculty	Part-Time Faculty	Admin	Classified	Class Man	All	Std Dev	% Positive	% Neutral	% Negative
Development of written comm. skills	1.43	1.32	1.29	1.38	0.87	1.34	0.76	84%	15%	1%
Development of critical thinking skills	1.40	1.34	1.33	1.33	0.81	1.32	0.79	83%	17%	1%
Development of oral communication skills	1.03	1.12	0.95	1.28	0.74	1.07	0.83	73%	26%	1%
Understanding of rel. bet. school & career	0.97	0.98	0.90	1.16	0.74	0.98	0.83	72%	26%	2%
Basic skills	0.90	1.08	0.81	0.92	0.70	0.95	0.92	65%	32%	3%
Development of technological literacy	0.83	0.79	1.05	1.04	0.87	0.88	0.86	66%	31%	3%
Understanding of relationship between subject disciplines & development of values	0.87	0.93	0.57	1.09	0.36	0.88	0.87	63%	34%	3%
Evaluation of student readiness to learn	0.96	0.95	0.71	0.88	0.45	0.88	0.90	62%	36%	3%
Identification of student goals & a path to accomplish those goals	0.84	0.90	1.20	0.87	0.70	0.87	0.83	66%	32%	2%
Development of quantitative skills	0.92	0.83	0.90	0.87	0.64	0.85	0.85	61%	37%	2%
Occupational education	0.70	0.67	0.95	1.08	1.17	0.82	0.92	57%	39%	4%
Transfer education	0.86	0.69	0.81	0.82	0.61	0.77	0.82	58%	40%	2%
Cultural diversity	0.73	0.67	0.57	0.88	0.70	0.72	1.06	59%	33%	9%
Evening college	0.67	0.78	0.52	0.77	0.73	0.72	0.83	55%	42%	2%
ESL programs	0.60	0.87	0.76	0.49	0.70	0.68	0.97	52%	41%	7%
General education/AA	0.52	0.61	0.65	0.70	0.52	0.59	0.78	46%	53%	2%
Adult education	0.44	0.77	-0.24	0.69	0.59	0.58	0.91	45%	49%	6%
Distance learning	0.31	0.37	0.81	0.86	0.96	0.53	1.05	51%	37%	12%
Development of artistic skills	0.50	0.65	0.24	0.57	0.14	0.52	0.84	43%	52%	5%
Re-entry/returning women	0.35	0.64	0.00	0.59	0.30	0.47	0.85	41%	55%	5%
Student services	0.42	0.32	0.48	0.74	0.61	0.47	0.86	42%	52%	6%
Older adults	0.29	0.66	0.05	0.41	0.00	0.41	0.81	39%	55%	6%
Cultural enrichment	0.37	0.39	0.19	0.29	0.39	0.35	0.92	38%	51%	11%
Disabled students	0.19	0.37	0.19	0.51	0.35	0.32	0.78	32%	60%	7%
Community service	0.29	0.39	-0.24	0.40	0.30	0.32	0.84	33%	57%	10%
Local businesses	0.18	0.29	0.24	0.36	0.52	0.28	0.96	37%	49%	15%
Open admissions	0.10	0.09	-0.15	0.36	0.04	0.13	0.84	21%	67%	11%

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